CURRICULUM PROPOSAL
APPROVAL PAGE

Proposal Title: MPA Curriculum Changes

College: Liberal Arts   Department: Political Science and Public Administration

DEPARTMENT CHAIR- Dr. Gaspare Genna

I have read the enclosed proposal and approve this proposal on behalf of the department.

_____   9-21-2024
_____   _____

Signature   **Date**

COLLEGE CURRICULUM COMMITTEE CHAIR - Dr. Selfa A. Chew Melendez

I have read the enclosed documents and approve the proposal on behalf of the college curriculum committee.

_____   _____

Signature   **Date**

COLLEGE DEAN – Dr. Anadeli Bencomo

I have read the enclosed documents and approve the proposal on behalf of the college. I certify that the necessary funds will be allocated by the college in support of this proposal.

_____   _____

Signature   **Date**

CURRICULUM CHANGE MEMO

Date: September 20, 2024

From: MPA Program Director, Dr. Eric Boyer

Through: Department Chair, Dr. Gaspare Genna

Through: Dean of Liberal Arts, Dr. Anadeli Bencomo

To: Dr. Selfa A. Chew Melendez

Proposal Title: MPA Curriculum Changes

Our proposal includes three parts: a) changes to graduate admission requirements, b) a catalog change regarding our core coursework, and c) course additions to our graduate degree.

a) Changes to Graduate Admissions Requirements: change the personal statement requirement from 2-3 pages, to 1-2 pages to encourage more succinct explanations of the candidate's work experience and goals for the graduate degree; change the number of required letters of recommendation from 3 letters to 2 letters; and require submission of a current resume with the application.

Rationale

Two letters of recommendation are adequate for master's candidate admissions decisions, as many applicants have been out the university setting for many years when they apply. Students should submit a current version of their resume and a succinct statement of purpose to clarify their career goals in respect to their plans for the MPA.

b) MPA Catalog Change: remove the core course requirement of PAD 5310: Pub. Policy Process & Institutions and replace it with PAD 5364: Pub Participation and Democratic Process.

Rationale

MPA graduates increasingly rely on skills in public participation and the change to our core course requirements will enable students to select a course in public participation through their core coursework.

c) Course Additions: Four of the following courses have been offered as a special topics in the MPA (PAD 5380: Selected Topics in Public Administration), and one course is scheduled to be offered as a special topics course in the MPA in the Spring of 2025 due to a new TT faculty hire. The proposed new courses include:
- Community and Economic Development
- Geographic Information Systems (GIS) for Public Service
- Nonprofit Financial Management
- Strategic Planning for Public Service

Rationale

By creating each of these courses as an official course it will help students to signify their learning to potential employers.

Request for Changes to Graduate Admission Requirements

The University of Texas at El Paso requests approval to change the admission criteria for the Master of Public Administration within the Department of Political Science and Public Administration as follows:

Description of Change: (List only the changes being proposed.)
Example:
- Submission of GMAT (or GRE) scores to be optional
- Official TOEFL scores used to be set by the Graduate School

Admission Requirements
1. Bachelor's degree from an accredited college or university.
2. A one-to-two page double-spaced statement of purpose that addresses educational and career goals and reasons for pursuing an MPA degree.
3. Two academic or professional letters of recommendation. At least one academic letter of recommendation is preferred.
4. A current resume detailing the applicant's work experience.
5. Applicants from countries where English is not the first language are required to demonstrate English proficiency. Please consult the graduate school website for required scores.

Rationale for Change:

Two letters of recommendation are adequate for master's candidate admissions decisions, as many applicants have been out the university setting for many years when they apply. Students should submit a current version of their resume and a succinct statement of purpose to clarify their career goals in respect to their plans for the MPA.

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Degree Plan
Copy and paste text (if applicable) and degree plan from catalog here
https://catalog.utep.edu/grad/college-of-liberal-arts/political-science/master-of-public-administration/

Degree Requirements
Completion of at least 36 semester hours of core coursework consisting of the following:
1. At least 18 hours of courses including PAD 5302, PAD 5311, PAD 5351, PAD 5364, PAD 5365, and your choice of one from PAD 5350, PAD 5352, or PAD 5353 (detailed in the degree plan). One of the following courses may be repeated for elective credit one time, per program approval: PAD 5350, PAD 5352, or PAD 5353. Selected MBA core courses may be substituted for MPA core courses, depending on course offerings by each program. Advance approval by the MPA coordinator is required for substitution.
2. Completion of an additional 18 hours of approved courses, which can be in the following areas of concentration: Homeland Security, Leadership, Nonprofit Administration, Public Policy and Management, and Urban and Regional Planning. No more than 6 hours of electives can be at the undergraduate level in courses approved for graduate-level credit.
3. The final program requirement is the completion of one of the following: the capstone course, PAD 5367Comprehen Integration/Pub Adm (3 semester credit hours), or a thesis (six semester credit hours). The final program requirement is not included in either the 18 hours of core requirements, but is included in the 18 hours of courses in the area of concentration.
4. Three semester credit hours of PAD 5366 Internship in Public Admin, are required as part of the 15 hours of courses in the area of concentration, for students who do not possess significant administrative experience

Code	Title	Hours
Core for the MPA Degree (All courses require a grade of C or better)		
Required Courses:		
PAD 5302	The Public Adm Profession	3
PAD 5311	Econ Anal for Public Admin	3
PAD 5351	Applied Stats for Public Admin	3
PAD 5364	Pub Part & Democratic Process	3
Elective:		
Select one from the following:		
PAD 5365	Pol Anal & Decision Making	3
PAD 5381	Pub & Nonprofit Program Eval	3
Elective:		
Select one from the following:		3
PAD 5350	Public and Nonprofit Manage.	3
PAD 5352	Public Budgeting & Financ Mgmt	3
PAD 5353	Human Resources Management	3
Thesis Option:		
PAD 5398	Thesis	3
PAD 5399	Thesis	3
Capstone Option:		
PAD 5367	Comprehen Integration/Pub Adm	3
Concentration		
Select one concentration		9-12
Total Hours		**36**

Public Policy Management

Code	Title	Hours
Public Policy & Management (All courses require a grade of C or better)		
Electives:		
Thesis Option: Select three courses from the list below		**9**
Capstone Option: Select four courses from the list below		**12**
PAD 5301	Qual Rsrch Methods for Pub Adm	3
PAD 5348	Innovation and Problem Solving	3
PAD 5350	Public and Nonprofit Manage.	3
PAD 5352	Public Budgeting & Financ Mgmt	3
PAD 5353	Human Resources Management	3
PAD 5354	Admin Law and Regulation	3
PAD 5356	Soc Entrepren & Not/Prof Mgmt	3
PAD 5358	Admin. Ethics & Responsibility	3
PAD 5360	Urban Administration	3
PAD 5363	Intergovernmental Relations	3
PAD 5364	Pub Part & Democratic Process	3
PAD 5380	Selected Problems in Pub Adm	3
PAD 5381	Pub & Nonprofit Program Eval	3
PAD 5359	Regional and Urban Planning	3
PAD 53xx	GIS for Public Service	3
Total Hours		**9-12**
Course List		

1

PAD 5350 Public and Nonprofit Manage., PAD 5352 Public Budgeting & Financ Mgmt, PAD 5353 Human Resources Management may be included if not counted in the required core above.

Leadership

Code	Title	Hours
Leadership (All courses require a grade of C or better)		
Thesis Option: Select four courses from the list below		**12**
Capstone Option: Select five courses from the list below		**15**
MLS 5300	Contemp Concepts of Leadership	
PAD 5301	Qual Rsrch Methods for Pub Adm	
PAD 5350	Public and Nonprofit Manage.	
PAD 5352	Public Budgeting & Financ Mgmt	
PAD 5353	Human Resources Management	
PAD 5358	Admin. Ethics & Responsibility	
PAD 5364	Pub Part & Democratic Process	
COMM 5337	Sem./Organizational Comm.	
MLS 5321	Leadership in Complex Org.	
MLS 5331	Leadership Communications	
Total Hours		**12-15**
Course List		

1

PAD 5350 Public and Nonprofit Manage., PAD 5352 Public Budgeting & Financ Mgmt, PAD 5353 Human Resources Management may be included if not counted in the required core above.

Urban & Regional Planning

Code	Title	Hours
Urban & Regional Planning (All courses require a grade of a C or better)		
Thesis Option: Select four courses from the list below		**12**
Capstone Option: Select five courses from the list below		**15**
PAD 5301	Qual Rsrch Methods for Pub Adm	
PAD 5326	Government Contracting	
PAD 5359	Regional and Urban Planning	
PAD 5360	Urban Administration	
PAD 5363	Intergovernmental Relations	
PAD 5364	Pub Part & Democratic Process	
PAD 5380	Selected Problems in Pub Adm	
PAD 5350	Public and Nonprofit Manage.	
PAD 5352	Public Budgeting & Financ Mgmt	
PAD 5353	Human Resources Management	
Total Hours		**12-15**
Course List		

1

PAD 5350 Public and Nonprofit Manage., PAD 5352 Public Budgeting & Financ Mgmt, PAD 5353 Human Resources Management may be included if not counted in the required core above.

Deleted: Urban & Regional Planning¶
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Code	Title	Hours
Certificate in Urban & Regional Planning (All courses require a grade of C or better)		
Required Courses:		
PAD 5359	Regional and Urban Planning	3
PAD 5360	Urban Administration	3
Electives:		
Select four courses from the following:		12
PAD 5350	Public and Nonprofit Manage.	
PAD 5363	Intergovernmental Relations	
PAD 5364	Pub Part & Democratic Process	
PAD 5380	Selected Problems in Pub Adm	
PAD 53xx	GIS for Public Service	
Total Hours		**18**
Course List		

Code	Title	Hours
Certificate in Nonprofit Administration (All courses require a grade of C or better)		
Required Courses		
PAD 5356	Soc Entrepren & Not/Prof Mgmt	3
PAD 5381	Pub & Nonprofit Program Eval	3
Electives		
Choose four of the following (twelve credits)		12
PAD 5302	The Public Adm Profession	
PAD 5310	Pub. Policy Process & Institut	
PAD 5311	Econ Anal for Public Admin	
PAD 5350	Public and Nonprofit Manage.	
PAD 5352	Public Budgeting & Financ Mgmt	
PAD 5364	Pub Part & Democratic Process	
PAD 5380	Selected Problems in Pub Adm	
Total Hours		
Course List		

Nonprofit Administration Concentration

Code	Title	Hours
Concentration in Nonprofit Administration and Governance (All courses require a grade of C or better)		
Concentration Requirements:		
PAD 5356	Soc Entrepren & Not/Prof Mgmt	3
Electives:		
Thesis Option: Select two courses from the list below		6
Capstone Option: Select three courses from the list below		9
PAD 5348	Innovation and Problem Solving	3
PAD 5350	Public and Nonprofit Manage.	3
PAD 5352	Public Budgeting & Financ Mgmt	3
PAD 5353	Human Resources Management	3
PAD 5354	Admin Law and Regulation	3
PAD 5358	Admin. Ethics & Responsibility	3
PAD 5363	Intergovernmental Relations	3
PAD 5380	Selected Problems in Pub Adm	3
PAD 5381	Pub & Nonprofit Program Eval	3
PAD 53xx	Community and Econ Dev	3
Total Concentration Hours		**9-12**
Course List		

1

PAD 5350 Public and Nonprofit Manage. , PAD 5352 Public Budgeting & Financ Mgmt , PAD 5353 Human Resources Management may be included if not counted in the required core above.

Public Policy Management

Code	Title	Hours
Public Policy & Management (All courses require a grade of C or better)		
Electives:		
Thesis Option: Select three courses from the list below		**9**
Capstone Option: Select four courses from the list below		**12**
PAD 5301	Qual Rsrch Methods for Pub Adm	3
PAD 5348	Innovation and Problem Solving	3
PAD 5350	Public and Nonprofit Manage.	3
PAD 5352	Public Budgeting & Financ Mgmt	3
PAD 5353	Human Resources Management	3
PAD 5354	Admin Law and Regulation	3
PAD 5356	Soc Entrepren & Not/Prof Mgmt	3
PAD 5358	Admin. Ethics & Responsibility	3
PAD 5360	Urban Administration	3
PAD 5363	Intergovernmental Relations	3
PAD 5364	Pub Part & Democratic Process	3
PAD 5380	Selected Problems in Pub Adm	3
PAD 5381	Pub & Nonprofit Program Eval	3
PAD 5359	Regional and Urban Planning	3
PAD 53xx	Community and Econ Dev	3
Total Hours		**9-12**
Course List		

1

PAD 5350 Public and Nonprofit Manage., PAD 5352 Public Budgeting & Financ Mgmt, PAD 5353 Human Resources Management may be included if not counted in the required core above.

Urban & Regional Planning

Code	Title	Hours
Urban & Regional Planning (All courses require a grade of a C or better)		
Electives:		
Thesis Option: Select three courses from the list below		**9**
Capstone Option: Select four courses from the list below		**12**
Policy and Administration:		
PAD 5301	Qual Rsrch Methods for Pub Adm	3
PAD 5359	Regional and Urban Planning	3
PAD 5360	Urban Administration	3
PAD 5363	Intergovernmental Relations	3
PAD 5364	Pub Part & Democratic Process	3
PAD 5380	Selected Problems in Pub Adm	3
PAD 5350	Public and Nonprofit Manage.	3
PAD 5352	Public Budgeting & Financ Mgmt	3
PAD 5353	Human Resources Management	3
PAD 53xx	Community and Econ Dev	3
Course List		

1

PAD 5350 Public and Nonprofit Manage., PAD 5352 Public Budgeting & Financ Mgmt, PAD 5353 Human Resources Management may be included if not counted in the required core above.

https://catalog.utep.edu/grad/college-of-liberal-arts/political-science/grad-cert-urban-regional-planning/

Code	Title	Hours
Certificate in Urban & Regional Planning (All courses require a grade of C or better)		
Required Courses:		
PAD 5359	Regional and Urban Planning	3
PAD 5360	Urban Administration	3
Electives:		
Select four courses from the following:		12
PAD 5310	Pub. Policy Process & Institut	
PAD 5350	Public and Nonprofit Manage.	
PAD 5363	Intergovernmental Relations	
PAD 5380	Selected Problems in Pub Adm	
PAD 53xx	Community and Econ Dev	
Total Hours		**18**
Course List		

Nonprofit Administration Concentration

Code	Title	Hours
Concentration in Nonprofit Administration and Governance (All courses require a grade of C or better)		
Concentration Requirements:		
PAD 5356	Soc Entrepren & Not/Prof Mgmt	3
Electives:		
Thesis Option: Select two courses from the list below		6
Capstone Option: Select three courses from the list below		9
PAD 5348	Innovation and Problem Solving	3
PAD 5350	Public and Nonprofit Manage.	3
PAD 5352	Public Budgeting & Financ Mgmt	3
PAD 5353	Human Resources Management	3
PAD 5354	Admin Law and Regulation	3
PAD 5358	Admin. Ethics & Responsibility	3
PAD 5363	Intergovernmental Relations	3
PAD 5380	Selected Problems in Pub Adm	3
PAD 5381	Pub & Nonprofit Program Eval	3
PAD 53xx	GIS for Public Service	3
Total Concentration Hours		**9-12**
Course List		

1

PAD 5350 Public and Nonprofit Manage. , PAD 5352 Public Budgeting & Financ Mgmt , PAD 5353 Human Resources Management may be included if not counted in the required core above.

Public Policy Management

Code	Title	Hours
Public Policy & Management (All courses require a grade of C or better)		
Electives:		
Thesis Option: Select three courses from the list below		**9**
Capstone Option: Select four courses from the list below		**12**
PAD 5301	Qual Rsrch Methods for Pub Adm	3
PAD 5348	Innovation and Problem Solving	3
PAD 5350	Public and Nonprofit Manage.	3
PAD 5352	Public Budgeting & Financ Mgmt	3
PAD 5353	Human Resources Management	3
PAD 5354	Admin Law and Regulation	3
PAD 5356	Soc Entrepren & Not/Prof Mgmt	3
PAD 5358	Admin. Ethics & Responsibility	3
PAD 5360	Urban Administration	3
PAD 5363	Intergovernmental Relations	3
PAD 5364	Pub Part & Democratic Process	3
PAD 5380	Selected Problems in Pub Adm	3
PAD 5381	Pub & Nonprofit Program Eval	3
PAD 5359	Regional and Urban Planning	3
PAD 53xx	GIS for Public Service	3
Total Hours		**9-12**
Course List		

1

PAD 5350 Public and Nonprofit Manage., PAD 5352 Public Budgeting & Financ Mgmt, PAD 5353 Human Resources Management may be included if not counted in the required core above.

Urban & Regional Planning

Code	Title	Hours
Urban & Regional Planning (All courses require a grade of a C or better)		
Electives:		
Thesis Option: Select three courses from the list below		**9**
Capstone Option: Select four courses from the list below		**12**
Policy and Administration:		
PAD 5301	Qual Rsrch Methods for Pub Adm	3
PAD 5359	Regional and Urban Planning	3
PAD 5360	Urban Administration	3
PAD 5363	Intergovernmental Relations	3
PAD 5364	Pub Part & Democratic Process	3
PAD 5380	Selected Problems in Pub Adm	3
PAD 5350	Public and Nonprofit Manage.	3
PAD 5352	Public Budgeting & Financ Mgmt	3
PAD 5353	Human Resources Management	3
PAD 53xx	GIS for Public Service	3
Course List		

1

PAD 5350 Public and Nonprofit Manage., PAD 5352 Public Budgeting & Financ Mgmt, PAD 5353 Human Resources Management may be included if not counted in the required core above.

https://catalog.utep.edu/grad/college-of-liberal-arts/political-science/grad-cert-urban-regional-planning/

Code	Title	Hours
Certificate in Urban & Regional Planning (All courses require a grade of C or better)		
Required Courses:		
PAD 5359	Regional and Urban Planning	3
PAD 5360	Urban Administration	3
Electives:		
Select four courses from the following:		12
PAD 5310	Pub. Policy Process & Institut	
PAD 5350	Public and Nonprofit Manage.	
PAD 5363	Intergovernmental Relations	
PAD 5380	Selected Problems in Pub Adm	
PAD 53xx	GIS for Public Service	
Total Hours		**18**
Course List		

Nonprofit Administration Concentration

Code	Title	Hours
Concentration in Nonprofit Administration and Governance (All courses require a grade of C or better)		
Concentration Requirements:		
PAD 5356	Soc Entrepren & Not/Prof Mgmt	3
Electives:		
Thesis Option: Select two courses from the list below		6
Capstone Option: Select three courses from the list below		9
PAD 5348	Innovation and Problem Solving	3
PAD 5350	Public and Nonprofit Manage.	3
PAD 5352	Public Budgeting & Financ Mgmt	3
PAD 5353	Human Resources Management	3
PAD 5354	Admin Law and Regulation	3
PAD 5358	Admin. Ethics & Responsibility	3
PAD 5363	Intergovernmental Relations	3
PAD 5380	Selected Problems in Pub Adm	3
PAD 5381	Pub & Nonprofit Program Eval	3
PAD 53xx	Nonprofit Financial Management	3
Total Concentration Hours		**9-12**
Course List		

1

PAD 5350 Public and Nonprofit Manage. , PAD 5352 Public Budgeting & Financ Mgmt , PAD 5353 Human Resources Management may be included if not counted in the required core above.

Public Policy Management

Code	Title	Hours
Public Policy & Management (All courses require a grade of C or better)		
Electives:		
Thesis Option: Select three courses from the list below		**9**
Capstone Option: Select four courses from the list below		**12**
PAD 5301	Qual Rsrch Methods for Pub Adm	3
PAD 5348	Innovation and Problem Solving	3
PAD 5350	Public and Nonprofit Manage.	3
PAD 5352	Public Budgeting & Financ Mgmt	3
PAD 5353	Human Resources Management	3
PAD 5354	Admin Law and Regulation	3
PAD 5356	Soc Entrepren & Not/Prof Mgmt	3
PAD 5358	Admin. Ethics & Responsibility	3
PAD 5360	Urban Administration	3
PAD 5363	Intergovernmental Relations	3
PAD 5364	Pub Part & Democratic Process	3
PAD 5380	Selected Problems in Pub Adm	3
PAD 5381	Pub & Nonprofit Program Eval	3
PAD 5359	Regional and Urban Planning	3
PAD 53xx	Nonprofit Financial Management	3
Total Hours		**9-12**
Course List		

1

PAD 5350 Public and Nonprofit Manage., PAD 5352 Public Budgeting & Financ Mgmt, PAD 5353 Human Resources Management may be included if not counted in the required core above.

Code	Title
Certificate in Nonprofit Administration (All courses require a grade of C or better)	
Required Courses	
PAD 5356	Soc Entrepren & Not/Prof Mgmt
PAD 5381	Pub & Nonprofit Program Eval
Electives	
Choose four of the following (twelve credits)	
PAD 5302	The Public Adm Profession
PAD 5310	Pub. Policy Process & Institut
PAD 5311	Econ Anal for Public Admin
PAD 5350	Public and Nonprofit Manage.
PAD 5352	Public Budgeting & Financ Mgmt
PAD 5380	Selected Problems in Pub Adm
PAD 53xx	Nonprofit Financial Management
Total Hours	
Course List	

Nonprofit Administration Concentration

Code	Title	Hours
Concentration in Nonprofit Administration and Governance (All courses require a grade of C or better)		
Concentration Requirements:		
PAD 5356	Soc Entrepren & Not/Prof Mgmt	3
Electives:		
Thesis Option: Select two courses from the list below		6
Capstone Option: Select three courses from the list below		9
PAD 5348	Innovation and Problem Solving	3
PAD 5350	Public and Nonprofit Manage.	3
PAD 5352	Public Budgeting & Financ Mgmt	3
PAD 5353	Human Resources Management	3
PAD 5354	Admin Law and Regulation	3
PAD 5358	Admin. Ethics & Responsibility	3
PAD 5363	Intergovernmental Relations	3
PAD 5380	Selected Problems in Pub Adm	3
PAD 5381	Pub & Nonprofit Program Eval	3
PAD 53xx	Strategic Planning for Pub Serv	3
Total Concentration Hours		**9-12**
Course List		

1

PAD 5350 Public and Nonprofit Manage. , PAD 5352 Public Budgeting & Financ Mgmt , PAD 5353 Human Resources Management may be included if not counted in the required core above.

Public Policy Management

Code	Title	Hours
Public Policy & Management (All courses require a grade of C or better)		
Electives:		
Thesis Option: Select three courses from the list below		**9**
Capstone Option: Select four courses from the list below		**12**
PAD 5301	Qual Rsrch Methods for Pub Adm	3
PAD 5348	Innovation and Problem Solving	3
PAD 5350	Public and Nonprofit Manage.	3
PAD 5352	Public Budgeting & Financ Mgmt	3
PAD 5353	Human Resources Management	3
PAD 5354	Admin Law and Regulation	3
PAD 5356	Soc Entrepren & Not/Prof Mgmt	3
PAD 5358	Admin. Ethics & Responsibility	3
PAD 5360	Urban Administration	3
PAD 5363	Intergovernmental Relations	3
PAD 5364	Pub Part & Democratic Process	3
PAD 5380	Selected Problems in Pub Adm	3
PAD 5381	Pub & Nonprofit Program Eval	3
PAD 5359	Regional and Urban Planning	3
PAD 53xx	Strategic Planning for Pub Serv	3
Total Hours		**9-12**
Course List		

1

PAD 5350 Public and Nonprofit Manage., PAD 5352 Public Budgeting & Financ Mgmt, PAD 5353 Human Resources Management may be included if not counted in the required core above.

Urban & Regional Planning

Code	Title	Hours
Urban & Regional Planning (All courses require a grade of a C or better)		
Electives:		
Thesis Option: Select three courses from the list below		**9**
Capstone Option: Select four courses from the list below		**12**
Policy and Administration:		
PAD 5301	Qual Rsrch Methods for Pub Adm	3
PAD 5359	Regional and Urban Planning	3
PAD 5360	Urban Administration	3
PAD 5363	Intergovernmental Relations	3
PAD 5364	Pub Part & Democratic Process	3
PAD 5380	Selected Problems in Pub Adm	3
PAD 5350	Public and Nonprofit Manage.	3
PAD 5352	Public Budgeting & Financ Mgmt	3
PAD 5353	Human Resources Management	3
PAD 53xx	Strategic Planning for Pub Serv	3
Course List		

1

PAD 5350 Public and Nonprofit Manage., PAD 5352 Public Budgeting & Financ Mgmt, PAD 5353 Human Resources Management may be included if not counted in the required core above.

https://catalog.utep.edu/grad/college-of-liberal-arts/political-science/grad-cert-urban-regional-planning/

Code	Title	Hours
Certificate in Urban & Regional Planning (All courses require a grade of C or better)		
Required Courses:		
PAD 5359	Regional and Urban Planning	3
PAD 5360	Urban Administration	3
Electives:		
Select four courses from the following:		12
PAD 5310	Pub. Policy Process & Institut	
PAD 5350	Public and Nonprofit Manage.	
PAD 5363	Intergovernmental Relations	
PAD 5380	Selected Problems in Pub Adm	
PAD 53xx	Strategic Planning for Public Serv	
Total Hours		**18**
Course List		

https://catalog.utep.edu/grad/college-of-liberal-arts/political-science/grad-cert-nonprofit-admin/

Code	Title
Certificate in Nonprofit Administration (All courses require a grade of C or better)	
Required Courses	
PAD 5356	Soc Entrepren & Not/Prof Mgmt
PAD 5381	Pub & Nonprofit Program Eval
Electives	
Choose four of the following (twelve credits)	
PAD 5302	The Public Adm Profession
PAD 5310	Pub. Policy Process & Institut
PAD 5311	Econ Anal for Public Admin
PAD 5350	Public and Nonprofit Manage.
PAD 5352	Public Budgeting & Financ Mgmt
PAD 5380	Selected Problems in Pub Adm
PAD 53xx	Strategic Planning for Pub Serv
Total Hours	
Course List	

Course Number: PAD 5364

Course Title: Public Participation and Democratic Process

Instructor: Eric Boyer
                    315 Benedict Hall
                    ejboyer@utep.edu
                    915-747-6145

Course Overview:

Public administration is both an art and a science, involving more than simply applying managerial skills by the book. As a result, this course focuses on normative issues rather than specific management skills. Unlike many other courses in the public administration field, it does not concentrate on teaching how to perform certain management tasks. Instead, it is founded on the belief that public administrators who are thoughtful, aware of their surroundings, and guided by strong principles are the ones who will make the most meaningful impact.

This course has three learning objectives. By the end of the course, you should: (1) understand and be sensitive to the social and political context of public administration, (2) be conscious of the principles that ground good public administration practice, and (3) be aware of the ethical and normative issues that public administrators face as they seek to make effective decisions.

This course aims to provide you with the opportunity to explore fundamental issues concerning the relationship between public administration and democracy. Each class session is focused on one or two major questions, such as: What does democracy mean? How does bureaucracy clash with democratic principles? And, who are public administrators accountable to? These questions might seem simple at first glance, but they are, in fact, intricate and open to debate, with reasonable people often reaching different conclusions.

Course Format:

Recognizing that students have different learning and working styles, this course will utilize a variety of learning and teaching formats. We will use lectures, discussions, case studies, examples from current events, examples from students' own personal professional experiences, and written assignments. The professor will utilize the UTEP *Blackboard* system to distribute class materials. If any student engages in behavior that is seen to be disruptive, condescending or inappropriate, the professor may remove significant credit for participation.

Students are responsible for maintaining access to the blackboard site for this course and their UTEP email accounts. Students are responsible for keeping up to date on email communication from the professor and fellow members of the class through their UTEP email accounts.

Students are expected to deliver their work on time. If, due to illness or personal emergency, you believe your work will be late, you are advised to discuss the matter in with the instructor before the assignment is due. Late work will normally be penalized by 1/3 of a letter grade (e.g., from a

B+ to a B). Unless an agreement has been made with the professor before the assignment is due, a late assignment that has still not been handed in by the time the professor hands back the graded assignment to the rest of the class (normally about a week) will be deducted by 20 points.

The best way to handle a late assignment is to email the instructor BEFORE it is due, if you need extra time. If you commit to reasonable revised deadline that you meet, the instructor will be lenient on grade penalties.

Required Reading:

1. Harvard Kennedy School cases, including (1) Jennifer Davis and Sunil Tankha (2006). *The Hyderabad Metropolitan Water Supply and Sewerage Board*, and (2) Kitty Guckenberger and Sanjeev Khagram (2001). *The Challenge of Participation: Drafting Mauritania's PRSP*.
2. You must purchase one case from the Georgetown University Institute for the Study of Diplomacy: Eric K. Leonard. (2007). *Establishing an International Criminal Court: The Emergence of a New Global Authority?*

All other readings will be posted on blackboard.

Session 1
What is democracy?
Readings:
Held, D. (1995). Stories of Democracy, Old and New. In *Democracy and the Global*
Order: From the Modern State to Cosmopolitan Governance, pp. 3-16. Huntington, S.P. (1991).
What? In The Third Wave: Democratization in the Late
Twentieth Century, pp. 3-30.
Riker, W.H. (1982). The Connection between the Theory of Social Choice and the Theory of
Democracy. In *Liberalism against Populism: A Confrontation between the Theory of Democracy
and the Theory of Social Choice*, pp. 1-16.

Session 2
What is democracy? (continued)
Readings:
Berman, S. (n.d.) *Understanding Social Democracy*, pp. 1-24.
Lijphart, A. (2004). Constitutional Design in Divided Societies. *Journal of Democracy*
15(2): 96-109.
Points to ponder:
1. What are the similarities and differences among the models of democracy identified by
   Held?
2. What are the similarities and differences between liberal democracy and social
   democracy?
3. What are the substantive and procedural elements of democracy?
4. How do you define democracy? How does your definition of democracy align with your
   vision of an ideal political system?

Session 3
What is public administration and do we really need bureaucracy?
Readings:
Fry, B.R. and J.C.N. Raadschelders (2008). Introduction. In *Mastering Public
Administration: From Max Weber to Dwight Waldo*, pp. 1-18.
Kettl, D.F. and J.W. Fesler (2009). Administrative Responsibility. In *The Politics of the
Administrative Process*, pp. 21-48.
Kettl, D.F. and J.W. Fesler (2009). What Government Does – And How it Does it. In
The Politics of the Administrative Process, pp. 49-73.
H.G. Frederickson (2002). Confucius and the Moral Basis of Bureaucracy.
Administration & Society, 33(4): 610-628.
Waldo, D. (1980). The Rise – and Decline? Of Administration. In *The Enterprise of Public
Administration: A Summary View*, pp. 1-16. Novato, CA: Chandler & Sharp Publishers.
Case:
REVIEW: Updike, J. (1978). Excerpt from *The Coup* concerning the country of Kush.
Points to ponder:
1. How does traditional public administration justify bureaucracy? How does Confucian
   justification differ?
2. What does bureaucracy do? What factors and forces shape the context in which public
   administration happens?

3. What are the differences among the three broad approaches to public administration that Fry identifies?
4. What is meant by the phrase "administrative state"? Do we live in an administrative state? Is that good or bad?

Session 4
What are the tensions between democracy and bureaucracy?
Readings:
Pugh, D.L. (1991). The Origins of Ethical Frameworks in Public Administration. In J.S. Bowman (ed.), *Ethical Frontiers in Public Administration*, pp. 9-17.
Waldo, D. (1980). Bureaucracy and Democracy: Reconciling the Irreconcilable? In *The Enterprise of Public Administration: A Summary View*, pp. 81-98.
Meier, K.J. (1997). Bureaucracy and Democracy: The Case for More Bureaucracy and Less Democracy. *Public Administration Review*, 57(3): 193-199.
Nabatchi, T., H.T. Goerdel, and S. Peffer (2011). Public Administration in Dark Times: Some Questions for the Future of the Field. *Journal of Public Administration Research and Theory*, 21(s1): 29-43.
Alasdair Roberts (2009). The Case against Guardian Power. *Suffolk University Alumni Magazine*, pp. 19-21.
Case:
Kelly, J.M. (1996). Rural Democracy.
Points to ponder:
1. What are the differences between "bureaucratic ethos" and "democratic ethos"?
2. Which framework (i.e., bureaucratic or democratic) is the strongest or most predominant in public administration? Why?
3. Which framework *should* dominate?
4. Compare and contrast the "solutions" offered in the Meier article and in the
Nabatchi, Goerdel, and Peffer article. With which do you most agree? Why?

Session 5
To whom should public administrators be responsible?
Readings:
Mosher, F.C. (1981). Carl Joachim Friedrich and Herman Finer. In F.C. Mosher (ed.),
Basic Literature of American Public Administration 1787-1950, pp. 196-213.
Rohr, J.A. (1989). Regime Values. In Ethics for Bureaucrats: An Essay on Law and
Values, pp. 59-95.
Waldo, D. (1980). Public Administration and Ethics: A Prologue to a Preface. In *The Enterprise of Public Administration: A Summary View*, pp. 99-115. (Read in its entirety, but focus specifically on pp. 103-106).
Lungu, G.F. (1982). Problems of Administrative Discretion in a Postcolonial State: Lessons from Zambia. *International Review of Administrative Sciences*, 48(3-4): 341- 349.
Case:
O'Leary, R. (1994). The Bureaucratic Politics Paradox: The Case of Wetlands Legislation in Nevada. *Journal of Public Administration Research and Theory*, 4(4): 443-467.
Points to ponder:
1. Is administrative discretion necessary? Why or why not?

2. What are the advantages and disadvantages of overseeing public administrators through legal mechanisms as opposed to managerial mechanisms?
3. What are the criteria for determining the parties/stakeholders to whom public administrators are responsible, and which are most important?
4. How can public administrators be held accountable in developing nations that lack an experienced, trained, honest, and committed corps of bureaucrats? What level of administrative discretion is appropriate in these cases?

Session 6
What is citizenship and how much influence should citizens have over the bureaucracy?
Readings:
McSwain, C.J. (1985). Administrators and Citizenship: The Liberalist Legacy of the Constitution. *Administration & Society*, 17(2): 131-148.
Denhardt, R.B. and J.V. Denhardt (2000). The New Public Service: Serving Rather than Steering. *Public Administration Review*, 60(6): 549-559.
Roberts, N. (2008). Direct Citizen Participation: Challenges and Dilemmas. In N.C. Roberts (ed.), *The Age of Direct Citizen Participation*, pp. 3-17.
Dréze, J. and A. Sen (2002). Democratic Practice and Social Inequality in India. Journal of Asian and African Studies, 37(2): 6-37. Case:
Guckenberger, K. and S. Khagram (2001). *The Challenge of Participation: Drafting Mauritania's PRSP*. Harvard Business Publishing.
(Not on Blackboard – see page 4 of syllabus concerning how to acquire)
Points to ponder:
1. How do you define citizenship, and what are (should be) the rights and responsibilities of citizens in a democracy?
2. Which of the McSwain models of citizenship (classical or liberal) fits better with your view of an ideal democracy? Why?
3. How is the new public service different from the new public management? What are the differences in how each framework views the role of citizens in the work of government?
4. Putting yourself in the shoes of a public administrator, what would you see as the advantages and disadvantages of seeking citizen participation?
5. What are the roles of democratic ideals, democratic institutions, and democratic practices in promoting citizen participation?

Session 7
An introduction to public participation and deliberative democracy
Arnstein, Sherry R. 1969. "Ladder of Citizen Participation." *Journal of the American Institute of Planners* 35 (4):216-224. doi: 10.1080/01944366908977225.
Boyer, Eric J., David M. Van Slyke, and Juan D. Rogers. 2015. "An Empirical Examination of Public Involvement in Public-Private Partnerships: Qualifying the Benefits of Public Involvement in PPPs." *Journal of Public Administration Research and Theory* 26 (1):45-61. doi: 10.1093/jopart/muv008.
Eckerd, Adam, and Roy L. Heidelberg. 2019. "Administering Public Participation." *The American Review of Public Administration* 50 (2):133-147. doi: 10.1177/0275074019871368.

Nabatchi, Tina. 2010. "Addressing the Citizenship and Democratic Deficits: The Potential of Deliberative Democracy for Public Administration." *The American Review of Public Administration* 40 (4):376-399. doi: 10.1177/0275074009356467.

Nabatchi, Tina. 2012. A Manager's Guide to Evaluating Citizen Participation. In *Fostering Transparency Series*. Washington, DC: IBM Center for the Business of Government.

Neshkova, M. I., & Guo, H. (2012). Public Participation and Organizational Performance: Evidence from State Agencies [Article]. *Journal of Public Administration Research & Theory*, *22*(2), 267-288.

Pantic, M., Cilliers, J., Cimadomo, G., Montano, F., Olufemi, O., Mallma, S. T., & van den Berg, J. (2021). Challenges and Opportunities for Public Participation in Urban and Regional Planning during the COVID-19 Pandemic-Lessons Learned for the Future. *Land*, *10*(12), Article 1379. https://doi.org/10.3390/land10121379

Session 8

Reconciling expert and local knowledge

Abelson, J., Forest, P. G., Eyles, J., Smith, P., Martin, E., & Gauvin, F. P. (2003). Deliberations about deliberative methods: issues in the design and evaluation of public participation processes. *Social Science & Medicine*, *57*(2), 239-251. https://doi.org/10.1016/s0277-9536(02)00343-x

Box, R. C., Marshall, G. S., Reed, B. J., & Reed, C. M. (2001). New Public Management and Substantive Democracy [Article]. *Public Administration Review*, *61*(5), 608-619.

Chauhan, T., Croft, C., & Spyridonidis, D. (2023). Neutralized, enhanced, tokenistic: The influence of formal employment of service-users on processes of co-production. *Public Administration*, *101*(3), 1014-1032. https://doi.org/10.1111/padm.12839

Corburn, J. (2003). Bringing Local Knowledge into Environmental Decision Making: Improving Urban Planning for Communities at Risk. *Journal of Planning Education and Research*, *22*, 420-433.

Poister, Theodore H., and John Clayton Thomas. 2007. "The Wisdom of Crowds: Learning from Administrators' Predictions of Citizen Perceptions." *Public Administration Review* 67 (2):279-289. doi: 10.1111/j.1540-6210.2007.00713.x.

Thomas, John Clayton. 2013. "Citizen, Customer, Partner: Rethinking the Place of the Public in Public Management." *Public Administration Review* 73 (6):786-796. doi: 10.1111/puar.12109.

Vigoda, Eran. 2002. "Administrative Agents of Democracy? A Structural Equation Modeling of the Relationship between Public-Sector Performance and Citizenship Involvement." *Journal of Public Administration Research & Theory* 12 (2):241.

Session 9

Improving representation of citizens and citizen groups in public participation

Alter, R., Lewiecki, M., Renz-Whitmore, M., & Albright, D. (2008). Accountable Public Involvement Partnership Approach to Proposed Transportation Project. *Transportation Research Record*(2077), 46-53. https://doi.org/10.3141/2077-07

Chilvers, J., & Longhurst, N. (2016). Participation in Transition(s): Reconceiving Public Engagements in Energy Transitions as Co-Produced, Emergent and Diverse. *Journal of Environmental Policy & Planning*, *18*(5), 585-607. https://doi.org/10.1080/1523908x.2015.1110483

Donaldson, T., & Preston, L. E. (1995). The Stakeholder Theory of the Corporation: Concepts, Evidence, and Implications. *The Academy of Management Review*, *20*(1), 65-91. http://www.jstor.org/stable/258887

Floress, K., & Cohen, A. (2022). Pandemic-era Participation in Public Lands Governance: Lessons From the USDA Forest Service. *Frontiers in Sustainable Cities*, *4*, Article 745727. https://doi.org/10.3389/frsc.2022.745727

Pantic, M., Cilliers, J., Cimadomo, G., Montano, F., Olufemi, O., Mallma, S. T., & van den Berg, J. (2021). Challenges and Opportunities for Public Participation in Urban and Regional Planning during the COVID-19 Pandemic-Lessons Learned for the Future. *Land*, *10*(12), Article 1379. https://doi.org/10.3390/land10121379

Rabin, B. A., Cain, K. L., Salgin, L., Watson, P. L., Oswald, W., Kaiser, B. N., Ayers, L., Yi, C., Alegre, A., Ni, J., Reyes, A., Yu, K. E., Broyles, S. L., Tukey, R., Laurent, L. C., & Stadnick, N. A. (2023). Using ethnographic approaches to document, evaluate, and facilitate virtual community-engaged implementation research. *BMC Public Health*, *23*(1), 409. https://doi.org/10.1186/s12889-023-15299-2

Session 10

Technological innovations in public involvement: social media

Williamson, W., and K. Ruming. 2020. "Can social media support large scale public participation in urban planning? The case of the #MySydney digital engagement campaign." *INTERNATIONAL PLANNING STUDIES* 25 (4):355-371. doi: 10.1080/13563475.2019.1626221.

Agostino, D., & Arnaboldi, M. (2016). A Measurement Framework for Assessing the Contribution of Social Media to Public Engagement An empirical analysis on Facebook. *Public Management Review*, *18*(9), 1289-1307. https://doi.org/10.1080/14719037.2015.1100320

Bakht, M. N., & El-Diraby, T. E. (2014). Hidden Social Networks That Drive Online Public Involvement in Infrastructure Construction Case Study of Light Rail Transit Projects in North America. *Transportation Research Record*(2453), 84-93. https://doi.org/10.3141/2453-11

Brabham, D. C. (2009). CROWDSOURCING THE PUBLIC PARTICIPATION PROCESS FOR PLANNING PROJECTS. *Planning Theory*, *8*(3), 242-262. https://doi.org/10.1177/1473095209104824

Camay, S., Brown, L., & Makoid, M. (2012). Role of Social Media in Environmental Review Process of National Environmental Policy Act. *Transportation Research Record*(2307), 99-107. https://doi.org/10.3141/2307-11

Evans-Cowley, J. S., & Griffin, G. (2012). Microparticipation with Social Media for Community Engagement in Transportation Planning. *Transportation Research Record*(2307), 90-98. https://doi.org/10.3141/2307-10

Williamson, W., & Ruming, K. (2019). Urban Renewal and Public Participation in Sydney: Unpacking Social Media Strategies and Use for Contesting Consensus. *Urban Policy and Research*, *37*(3), 350-366. https://doi.org/10.1080/08111146.2019.1585340

Session 11

Technological innovations in public involvement: GIS

Depietri, Y., Ghermandi, A., Campisi-Pinto, S., & Orenstein, D. E. (2021). Public participation GIS versus geolocated social media data to assess urban cultural ecosystem services: Instances of

complementarity. *Ecosystem Services*, *50*, Article 101277. https://doi.org/10.1016/j.ecoser.2021.101277

Floreddu, P. B., & Francesca, C. (2014). *Assessing Public Participation Through Different Lens: The Case of Public Participation Geographic Information Systems* (Publication Number 978-1-4614-8461-5)

Ganapati, S. (2011). Uses of Public Participation Geographic Information Systems Applications in E-Government. *Public Administration Review*, *71*(3), 425-434. https://doi.org/10.1111/j.1540-6210.2011.02226.x

Li, S., Guo, X., Ma, X., & Chang, Z. (2007). Towards GIS-enabled Virtual Public Meeting Space for Public Participation. *Photogrammetric Engineering & Remote Sensing*, *73*(6), 641-649.

Session 12

Technological innovations in public involvement: Enhanced visualization & artificial intelligence

Chassin, T., Ingensand, J., Christophe, S., & Touya, G. (2022). Experiencing virtual geographic environment in urban 3D participatory e-planning: A user perspective. *Landscape and Urban Planning*, *224*, Article 104432. https://doi.org/10.1016/j.landurbplan.2022.104432

Cheu, R. L., Valdez, M., Kamatham, S., & Aldouri, R. (2011). Public Preferences on the Use of Visualization in the Public Involvement Process in Transportation Planning. *Transportation Research Record*(2245), 17-26. https://doi.org/10.3141/2245-03

Eilola, S., Jaalama, K., Kangassalo, P., Nummi, P., Staffans, A., & Fagerholm, N. (2023). 3D visualisations for communicative urban and landscape planning: What systematic mapping of academic literature can tell us of their potential? *Landscape and Urban Planning*, *234*, Article 104716. https://doi.org/10.1016/j.landurbplan.2023.104716

Senadheera, S., Yigitcanlar, T., Desouza, K. C., Mossberger, K., Corchado, J., Mehmood, R., ... & Cheong, P. H. (2024). Understanding Chatbot Adoption in Local Governments: A Review and Framework. *Journal of Urban Technology*, 1-35.

Vogl, T. M., Seidelin, C., Ganesh, B., & Bright, J. (2020). Smart technology and the emergence of algorithmic bureaucracy: Artificial intelligence in UK local authorities. *Public Administration Review*, 80(6), 946-961.

Wang, Y., & Lin, Y. S. (2023). Public participation in urban design with augmented reality technology based on indicator evaluation. *Frontiers in Virtual Reality*, *4*, Article 1071355. https://doi.org/10.3389/frvir.2023.1071355

Yigitcanlar, T., Senadheera, S., Marasinghe, R., Bibri, S. E., Sanchez, T., Cugurullo, F., & Sieber, R. (2024). Artificial intelligence and the local government: A five-decade scientometric analysis on the evolution, state-of-the-art, and emerging trends. Cities, 152, 105151

Session 13

Evaluating Public Participation

Bailey, K., Grossardt, T., & Ripy, J. (2015). High-Performance Public Involvement Frameworks, Performance Measures, and Data. *Transportation Research Record*(2499), 45-53. https://doi.org/10.3141/2499-07

Herian, M. N., Hamm, J. A., Tomkins, A. J., & Pytlik Zillig, L. M. (2012). Public Participation, Procedural Fairness, and Evaluations of Local Governance: The Moderating Role of Uncertainty [Article]. *Journal of Public Administration Research & Theory*, *22*(4), 815-840.

http://prx.library.gatech.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=82109129&site=ehost-live
Laurian, L., & Shaw, M. M. (2009). Evaluation of Public Participation: The Practices of Certified Planners. *Journal of Planning Education and Research*, *28*(3), 293-309. https://doi.org/10.1177/0739456x08326532
Rowe, Gene, and Lynn J. Frewer. 2000. "Public Participation Methods: A Framework for Evaluation." Science, Technology & Human Values 25 (1):3-29. doi: 10.1177/016224390002500101.

Session 14
What are the prospects for democracy?

Linz, J.J. and A. Stepan (1996). Democracy and Its Arenas. In Problems of Democratic Transition and Consolidation: Southern Europe, South America, and Post-Communist Europe, pp. 3-15.
Diamond, L. (2008). The Democratic Rollback: The Resurgence of the Predatory State. *Foreign Affairs*, 87(2): 1-5.
Gat, A. (2007). The Return of the Authoritarian Great Powers. *Foreign Affairs*, 86(4): 59-69.
Deudney, D and Ikenberry, G. J. (2009). The Myth of the Autocratic Revival. *Foreign Affairs*, 88(1): 77-93.
Cheema, G.S. (2005). *From Public Administration to Governance: The Paradigm Shift in the Link between Government and Citizens*. Paper presented at the 6th Global Forum on Reinventing Government, Towards Participatory and Transparent Governance, 24- 27 May 2005, Seoul, Republic of Korea.
Michael Hardt and Antonio Negri. (October 11, 2011). The Fight for 'Real Democracy' at the Heart of Occupy Wall Street. *Foreign Affairs*, pp. 1-4.

Points to ponder:
1. Is there a democratic rollback? If so, what is causing it?
2. What is a consolidated democracy?
3. What is needed to consolidate democracies?
4. Are there viable alternative paths aside from liberal democracy?
5. How involved should the United States and other Western nations be in promoting liberal democracy around the world?

Course Policies

1. Incompletes: A student must consult with the instructor to obtain a grade of "I" (incomplete) no later than the last day of classes in a semester. At that time, the student and instructor will both sign the contract for incompletes and submit a copy to the Program Director. Please consult the Student Handbook for the complete policy on incompletes.

2. Submission of Written Work Products Outside of the Classroom: It is the responsibility of the student to ensure that an instructor receives each written assignment, even those submitted online through SafeAssign.

3. Submission of Written Work Products after Due Date: Policy on Late Work: All work must be turned in by the assigned due date in order to receive full credit for that assignment, unless an exception is expressly made by the instructor.

4. Academic Honesty: Please consult the "policies" section of the student handbook for the university code of academic integrity. Note especially the definition of plagiarism: "intentionally representing the words, ideas, or sequence of ideas of another as one's own in any academic exercise; failure to attribute any of the following: quotations, paraphrases, or borrowed information."

1. Changing Grades After Completion of Course: No changes can be made in grades after the conclusion of the semester, other than in cases of clerical error.

2. The Syllabus: This syllabus is a guide to the course for the student. Sound educational practice requires flexibility and the instructor may therefore, at her/his discretion, change content and requirements during the semester.

3. Accommodation for Students with Disabilities: In order to receive accommodations on the basis of disability, a student must give notice and provide proper documentation to the Office of Disability Support Services at UTEP.

4. Instructor's Policy on Grade Contestation: Students wishing to contest a grade are required to draft a brief memo explaining the reasoning behind their dispute, and to then schedule a meeting with the instructor to discuss it.

Grading Criteria

A
Excellent: Exceptional work for a graduate student. Work at this level is unusually thorough, well-reasoned, creative, methodologically sophisticated, and well written. Work is of exceptional, professional quality.

B
Adequate: Competent work for a graduate student with some evident weaknesses. Demonstrates competency in the key course objectives but the understanding or application of some important issues is less than complete.

C
Deficient: Inadequate work for a graduate student; rarely meets minimal expectations for the course. Work is poorly developed or flawed by numerous errors and misunderstandings of important issues.

F
Unacceptable: Work fails to meet minimal expectations for course credit for a graduate student. Performance has consistently failed to meet minimum course requirements. Weaknesses and limitations are pervasive.

PAD 5380 and PADX 5380
CRN: 23704 and 26949

Selected Problems in Public Administration: Management of Economic Development

Wintermester (Spring), 2024
02 January 2024 – 12 January 2024

On-line course available *via* UTEP Blackboard system. Class participants are responsible to make certain they have access to materials on Blackboard and www, and capacity to submit assignments.

Dr. Scott McDonald
Department of Political Science and
Public Administration
Benedict Hall
Phone: 915.747.5557
E-mail: jmcdonald2@utep.edu
Office Hours: On-line course, professor available by e-mail (e-mails be returned within one _business_ day) Phone; by appt.

ADA:

> The MPA program seeks to maintain an inclusive environment. In doing so, MPA program complies with procedures established by the UTEP Disabled Student Services Office (DSSO). If a student has a disability or suspects he/she may have a disability, and would like reasonable accommodation, it is her/his responsibility to: 1) inform the course professor at the beginning of the course and 2) contact DSSO at 915.747.5148, dss@utep.edu, or Union East Building (Room 106). The MPA program strives to accommodate students who are registered with DSSO.

Course Description:

Introduction to the social, political and managerial dimensions of economic and community development. Emphasis is on local and state programming.

Course Structure: This is **_not_** a self-paced course. There are specific due-dates for each activity. If a participant discovers she/he will be late with an assignment, open a dialogue with the instructor at the earliest possible time. Please see discussion elsewhere in this syllabus for information relevant to late submission of assignments.

Expected Outcomes:

This course is intended to provide an overview of the most critical issues in community and economic development. Upon completion of this course, students should be able to:

1) Locate and summarize published literature on local economic development.
2) Explain key concepts and apply them to understanding local economic development policies and programs.
3) Prepare documents that describe an economic development issue.
4) Apply resources (literature and other) to define alternative strategies to an economic development issue.
5) Define assessment criteria relevant to an economic development issue

6)   Assess alternative strategies to addressing an economic development issue.

7)   Rank alternative strategies for addressing an economic development issue.

8)   Report *via* a written document on and economic development issue, strategies for addressing said issue, criteria for assessing strategies, and preferred strategy(ies) for addressing said issue.

9)   Report verbally (with supporting materials) regarding item immediately above.

Required Texts: Two texts are required:

Leigh, N. & Blakely, E. *Planning Local Economic Development: Theory and Practice (5th).* Los Angeles: Sage, 2013. Other dates are available but purchase an older edition and save more then $100.00 used.

Glaeser, E. *Triumph of the City: How Our Greatest Invention Makes Us Richer, Smarter, Greener, Healthier, and Happier* New York: Penguin, 2011. Buy used for just a coupla' bucks.

Note regarding editions -- *Planning Local Economic Development is available in six editions (last count) with prices varying by more than $100.00. The authors also vary. The above citation is for the oldest version. Also, please note that the chapters and pagination vary by edition.*

Additional Reading:

Additional readings are identified for most units. Most readings are at the course Blackboard site. Some are available on the www. *As we have no control over the www sites. The instructor, MPA program, and University are not responsible for their content. If a participant has difficulty accessing material at one of the identified web addresses, please contact the instructor ASAP. Additionally, if material on a web site is found to be objectionable, please contact the instructor.*

Readings may be assigned from additional sources.

Suggested Reading:

Participants are encouraged to read items not assigned for class. This will broaden participants' knowledge and help prepare quality assignments and group projects as well as passing comprehensive exams.

Evaluation: An individual's performance will be assessed based on a group project.

Group project (described below)		98%
Part 1 – 20%		
Part 2 – 30%		
Part 3 – 40%		
PPT presentation – 8%		
Submission of honor statement (individual)		2%
		100%

Examinations: No examinations are planned for this class.

Quizzes: Quizzes (unannounced or announced) will be administered, if it appears, in the judgment of the instructor, that participants are not preparing adequately the assigned materials. The proportion of the grade assigned to quizzes will be not more than 25 percent with other evaluative criteria weights reduced proportionately.

Economic & Community Development Group Project:

This is our primary activity this semester (three parts for a total of 90% and a PPT presentation for 8%. Each group will perform an analysis of an existing community or economic development issue facing a local government. The project will be focused on an issue presently being addressed by a project/policy or an issue that is not being addressed. Specifically the project will entail:

- Description of an economic or community development issue under study, and why it is interesting/important) (Part 1, 20%) – 5 pp maximum.
- Applying resources (literature and other) to define alternative strategies potentially appropriate for addressing the economic or community development issue, and defining assessment criteria relevant to the issue (Part 2, 30%) – 25 pp maximum.
- Defining and assessing alternative strategies to addressing the issue and ranking alternative strategies for addressing the issue (Part 3, 40%). Please be certain to justify the ranking based on assessment criteria – 15 pp maximum.
- Report *via* a written document. The final report is a *progressive document* inclusive of all three parts of the study.

- A 10 slide or less summary of the study *via* ppt (Presentation, 8%).

Additional information may be found in the textbooks, assigned reading, www (many public organizations have informative home pages and other materials), other printed materials, interviews with organization officials, or *via* other sources. A sample of www addresses is contained in Appendix 1.

The analysis will include graphic presentation (figures, charts, tables) of salient data and text discussion. (Make certain these are in APA format.)

Each assignment will be submitted as a single .pdf file *via* the course Blackboard site.

A presentation of the project will be made via Powerpoint .

NOTES: 1) Participants should consider the instructor as a resource. He is available for consultation regarding the project. 2) Each group is asked to analyze an organization outside their areas of responsibility unless there is a compelling reason to do otherwise, i.e. we don't work for the organization.

Use of Community and Economic Development Materials:

Each group may opt to utilize documents from an organization. Make certain to :a) demonstrate how these documents are suitable to the task assigned, b) cited (APA), and c) included in an appendix. Likewise, groups may contact professionals for assistance. Whenever one receives assistance, it is appropriate to thank them at the conclusion of the interview and to follow-up with a thank you note/letter. This reflects well on the letter writer and helps to preserve a positive relationship for other students who may be contacting this individual in the future. A sample thank you letter is included as Appendix 2. All thank you letters are to be copied to the instructor.

Groups: Group membership will be assigned by the instructor. Each group will select a leader who will serve as the primary contact between the professor and the group. Each of the assignments (other than in-class and online discussions/activities) will be group products. The on-line activities will be individual products.

Group Management:

      A group is responsible for managing its own affairs. If a dysfunction appears, the following process will be followed. 1) Group members attempt reconciliation *via* frank discussions. 2) Group members attempt reconciliation *via* a formal written agreement/contract between all parties (and submitted to professor). 3) A majority of a group's members may request mediation by the professor. 4) A majority of a group's members may request dissolution of the group and its reconstitution.   This may result in certain parties being eliminated from the group. The professor is the sole arbiter of this action. 5) Eliminated member(s) must negotiate with the professor regarding completion of the course. It may not be possible for an eliminated group member to successfully complete the course.

Group Grading:

      The professor will be sole arbiter of group grades. However group participants may advise for up to 40% of group participants' grades.

Honor Statement:

      See Appendix 4. A signed and dated honor statement will be submitted at the second class session. No grades will be awarded to any student who fails to submit a signed/dated honor statement. No points will be awarded for any honor statement submitted after the second class session.

Communication: You may contact me in a number of ways:

- As this is an on-line course, it's extremely unlikely you will catch me in the office

- You may make an appointment for a phone consultation..

- E-mail is probably our best method for communication. We will use the e-mail in Blackboard. Contact me at the Blackboard e-mail site. I will respond to any e-mail within two <u>working</u> days (usually within one day). I generally read my e-mail in the morning, Monday - Friday. Please note that for example, an e-mail sent Friday afternoon might not receive a response until Tuesday.

- There's always snail mail: Scott McDonald, MPA, UTEP….

I'll contact you *via* Blackboard e-mail.

Respect: All participants will treat each other with respect at all times. During discussions, there may be disagreement- always professional, never personal. A fundamental premise underlying both academic freedom and public administration is respect for the individual. Disagree with respect, not contempt.

Timeliness: **LATE ASSIGNMENTS WILL RECEIVE A DEDUCTION OF ONE LETTER GRADE FOR EACH DAY OR PORTION THEREOF FOLLOWING THE DUE DATE.** Exceptions may include a mutually agreed arrangement made **in advance** or a *bona fide* **emergency** (be prepared to supply documentation). Review the schedule at the end of this syllabus. If there are conflicts, let's discuss them ASAP.

Style Guidelines: Participants are to employ APA style. Failure to do so will result in loss of up to 100 percent of composition score.

Submission of Assignments:

Each assignment (excluding the honor statement) will have a cover/title page formatted as follows. Assignments will be submitted *via* the Blackboard class site (at the appropriate assignment drop box). Assignments will be submitted in 12 pt Tahoma (unless prior permission is obtained), one (1) inch minimum margins, pages numbered bottom center, single-sided double-spaced. Due dates are specified in the course calendar. Each assignment will employ the coversheet (below).

Assignment title

by:

Group Number ***
Member Names
Contact Address
Contact Telephone
Contact e-mail

for:

PAD 5380
Economic & Community Development
Wintermester, 2024

MPA Program
College of Liberal Arts
University of Texas at El Paso
Dr. Scott McDonald

Assignments will be submitted as a single .pdf attachment to the appropriate drop box on the course Blackboard site. For group assignments, each group will identify a responsible party who will use the appropriate drop box in Blackboard to *hand in* the assignment. Make certain the title page contains the group number and all group names.

Plagiarism and Academic Honesty:

Each student is required to have on file, a signed copy of the course Scholastic Honor Statement (attached). If a participant has any uncertainty regarding what constitutes plagiarism she/he should discuss it with the professor. All group members are responsible for group submissions. The following is the UTEP statement on this matter. We will adhere to it.

Plagiarism

The following is official university policy. Please read it carefully and take special note regarding academic dishonesty (inclusive of plagiarism).

Academic Dishonesty at UTEP

It is the official policy of the university that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

A. "Cheating" includes:

1. Copying from the test paper of another student, engaging in written, oral, or any other means of communication with another student during a test, or giving aid to or seeking aid from another student during a test;

2. possession and/or use during a test of materials which are not authorized by the person giving the test, such as class notes, books, or specifically designed "crib notes";

3. using, obtaining, or attempting to obtain by any means the whole or any part of non-administered test, test key, homework solution, or computer program; using a test that has been administered in prior classes or semesters but which will be used again either in whole or in part without permission of the instructor; or accessing a test bank without instructor permission;

4. collaborating with or seeking aid from another student for an assignment without authority;

5. substituting for another person, or permitting another person to substitute for one's self, to take a test; and

6. falsifying research data, laboratory reports, and/or other records or academic work offered for credit;

B. "Plagiarism" means the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors;

C. "Collusion" means the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on scholastic dishonesty.

Taking Precautions

What can you do to avoid being charged with academic dishonesty?

- Avoid procrastination

- Get to know your professors as well as their expectations regarding collaboration and citation

- Find a tutor to help with difficult classes

- Physically distance yourself from others when taking exams

- Do not loan completed assignments to other students

- Refuse to help students who cheat

- Use a handbook as a reference for how to appropriately cite sources

- Become familiar with the UTEP policies and procedures related to academic dishonesty

Source: http://academics.utep.edu/Default.aspx?tabid=23785 accessed 29 October 2009.

Class participants are strongly encouraged to review the materials at http://www.plagiarism.org/.

The professor will recommend a course grade of "F" in cases of plagiarism. The MPA Program Coordinator will be informed of all cases of plagiarism. Potential penalties may be severe. If one has any questions regarding what needs to be referenced, contact the instructor.

Incompletes: **Incompletes are rarely granted.** Possible reasons for granting an incomplete may include: serious personal illness requiring long-term bed rest or hospitalization, a radical shift in familial care giving responsibilities, or extraordinary professional circumstances. Incompletes will only be granted for extraordinary, unforeseen, extreme situations. Ordinarily, **the majority of the course, at least 70% to 80%, should be complete prior to assigning an "I."**

In cases where an incomplete is granted, the participant must present the instructor with a proposed contract for completing the course in the shortest time reasonable, usually before the beginning of the following semester. The instructor may require amendment of the contract.

Language Biases: All participants are expected to employ non biased speech and prose-- gender, race, and other. At times we will make mistakes and say or write in a manner which may cause offense. We will help each other to remove biases and offensive aspects from our speech and prose.

Working Together: Groups and individuals are encouraged to cooperate--share ideas, resources, and insights. Make certain the final product reflects your

efforts, but help each other out. Learning, like almost everything, is more fun when it is a shared experience.

Writing: Written communication is highly important in U.S. society. Therefore, each participant is expected to employ all conventions of good English composition, including, but not limited to: grammar, spelling, punctuation, format, and referencing.

NOTE: Forty (40) percent of the total grade of any written submission is based on composition.

SPECIAL NOTE: Any communication containing, "pubic admin*" rather than "public admin*" or "manger" rather than "manager" will receive a failing grade. The bottom line – don't rely on spell check alone – proofread carefully!!!

Instructor Availability:

The instructor is available for in-person consultation or *via* telephone. Please make an appointment *via* e-mail.

Class participants are the instructor's #1 professional priority.

Questions/Concerns:

If in doubt--ask!!! Do not let a little problem grow. The only *stupid* or *silly* question is the one that goes unasked.

General Policies: We will follow the policies of the MPA program, College of Liberal Arts, and UTEP.

Role of this Syllabus:

This document represents our agreement on how we intend to proceed and govern our actions. Like any plan, we may opt to deviate from it. This course is intended to assist participants in their professional and intellectual development. Should we be presented with an opportunity for this development outside the confines of the syllabus, we will attempt to

be flexible. The direction and success of this course will depend, in large part on the dialogue we establish.

Course Calendar and Schedule:

The calendar and assignments are subject to change. Additional materials may be identified and added to reading assignments. Scheduling of guest presentations may require some shifting of topics.

Dates on the syllabus indicate when the by which the readings should be done or the date by which the assignment should be e-mailed. On or before this date the instructor will post one or more questions/comments for threaded discussion.

ATTN: THE FOLLOWING DATES ARE *DUE DATES*.

DATE	SES-SION	ISSUE(S)	READINGS, ACTIVITIES AND ASSIGNMENTS
02 Jan. 2024	1	**Introductions** **Review syllabus** **Divide into groups** **Overview of C & E D and Planning**	**Lecture: About this course &** **Lecture 1: Background** Leigh and Blakely (L&B), chs 1, 2, 3, 4, & 5 NGA, The Governors…. View the following video: https://www.youtube.com/watch?v=NURt5MO2s0c – Lowell, MA, 6 min. http://www.youtube.com/watch?v=o76w9s1dTOs -- Town of Houlton, ME, 5 min. http://www.youtube.com/watch?v=m4F5qldPH6I – Oshkosh, WI, 2 min. http://www.youtube.com/watch?v=FQgRg02MetM – El Paso, TX, 1 min. http://www.youtube.com/watch?v=p8YHxb1HOcw – El Paso, TX, 8 min. http://www.youtube.com/watch?v=s35Azo3rbPs – El Paso, TX, econ rept, 5 min. http://www.youtube.com/watch?v=ZUWimcD9aIg – Phoenix, AZ, 4 min. http://www.youtube.com/watch?v=Sk-Q9FxAX7q&list=PLC5699B5396B6DDF2 – Tupelo, MS, Intro., 2 min. http://www.youtube.com/watch?v=-KZja8X9lVA&list=PLC5699B5396B6DDF2 – Tupelo, Spirit, 2 min. http://www.youtube.com/watch?v=nEVw4NTPxZQ&list=PLC5699B5396B6DDF2 – Tupelo, Workforce, 4 min. http://video.foxbusiness.com/v/1527028719001/what-is-the-secret-to-austin-texas-jobs-success/ -- Austin, TX, FOX news, 4 min. http://www.youtube.com/watch?v=s7UZggSPo0I – Albuquerque, NM, 4 min. http://www.youtube.com/watch?v=2efY85iPB_Y – St. Louis, MO, 3 min.
03 Jan.	2		**Meet as group – project activities.**

DATE		ISSUE(S)	ASSIGNMENT
04 Jan.	3	**Perspectives on Cities**	**Lecture 2: Perspectives on Cities** Glaeser, Chapters 1 – 5 View the following video on El Paso, Texas ED: http://vimeo.com/17579265 -- El Paso, 2 min. Welcome to Gateway To Space At Spaceport America (youtube.com) – Spaceport America, 3 min. http://www.youtube.com/watch?v=FQgRg02MetM – El Paso, Economic development, 1 min. http://www.youtube.com/watch?v=XKc6TLJmVuE – El Paso, economy, 3 min. http://www.youtube.com/watch?v=s35Azo3rbPs – El Paso Economic Report, 5 min. http://www.youtube.com/watch?v=Xxm54-dfnR8 – El Paso, Asarco demolition, 4 min. http://www.youtube.com/watch?v=_QaVFGEJlXo – El Paso, city hall, 3 min. **Honor statement *due***

DATE		ISSUE(S)	ASSIGNMENT
05 Jan.	4	**The Built Environment**	**Lecture 3: Building Development** Glaeser, Chapters 6 – Conclusion View the following video: http://www.youtube.com/watch?v=ZMKFCrruiX4&list=PLA56F587E64A401C9&index=4 – Oneness is Abundance, 6 min. http://www.youtube.com/watch?v=X3_whekB2w4&list=PLA56F587E64A401C9 – Destructive economics, 3 min. greening the ghetto | Search Results | TED -- Greening the Ghetto, 19 min. http://www.youtube.com/watch?v=5Opr-uzet7Q – Chester, PA, envir justice, 9 min. http://www.youtube.com/watch?v=CC9KNhIWEQc – Ft. Lauderdale Airport impact, 10 min. Toxic Waste in the Neighborhood: The Love Canal Disaster - Retro Report -- Love Canal Disaster, 11 minutes. http://www.dailymotion.com/video/xfur0f_frogtown-episode-2-food-crisis-in-the-inner-city_school -- Lack of grocery stores/quality food in inner city Toledo, 18 min. Inside Story Americas - Gangs and guns in America's inner cities (youtube.com) -- guns and crime in inner city, 25 min. **Group Project, Part 1** *due*

| 08 Jan. | 5 | **Development Planning** | **Lecture 4: Planning for Success**

L&B, Ch 13.
Blakely
Swope
NGA, Arts…
NGA, Government…
NGA, Redesign…

View the following video:
http://www.youtube.com/watch?v=SyUVWyvNLnU – social enterprise and CD, 5 min.

http://www.youtube.com/watch?v=G6rgpJVFXlw – Valerie Jarrett, comprehensive community development, 10 min.

http://www.youtube.com/watch?v=OOfSXceMy40 – Tupelo, econ and comm development, 35 min. |

09 Jan.	6	**Goals**	**Lecture 5: Economic Development Goals**
			L&B, chs. 7, 8, 9, 10 & 11 Cox & Mair Murray Hoch, et al., Chs 11 and 12 Abruzzi Immergluck NGA, BRAC… NGA, Green… View the following video: http://www.c-spanvideo.org/program/EconomyandCo -- Bernanke, 2013 Fed impact on Comm dev, esp poorer comm, 23 min http://www.youtube.com/watch?v=55GO8yEXeYI -- Community Development 2020: Creating Opportunity for All – key issues 5 min http://vimeo.com/15218724 -- asset based CD, 14 min http://www.youtube.com/watch?v=Qu5cY5UXSPo – SEAGO econ dev goals, 1 min. http://www.youtube.com/watch?v=OErReIqQ1K0 – J, Sacks and sustainable econ dev goals, 12 min. http://www.youtube.com/watch?v=hEWB4IP26r8 – Econ dev, Greensborro, NC downtown, 8 min.

| 10 Jan. | 7 | **Digital Media** | **Lecture 6 Digital Media**

Reading – TBA

View the following video:
http://vimeo.com/33193145 -- soc media for ED, 55 min.

http://www.youtube.com/watch?v=0YRjnFIDUHI – facebook for ED, 46 min

Do's and Don'ts of Economic Development Websites - YouTube – Does and don't of economic development websites, 61 min.

Group Project, Part 2 *due* |

11 Jan.	8	**Intergovern- mental Relations**	**Lecture 7: IGR in ED**
			L&B, Ch. 2.
			Lombard & Morris
			Shaffer & Wright
			Bell
			NGA, Growing…
			## View the following video:
			http://www.youtube.com/watch?v=vgINTWIiFWM – Gov Perry, Texas will remain fiscally strong, 15 min.
			President Fenves Looks to the Future of UT's Impact in State of the University Address | "Anywhere we go — from small towns to big cities — across this great state and to nations around the world, we meet Texas Exes and we feel the impact our... | By The University of Texas at Austin | Facebook – UT impact, 34 min.
			## Read the following articles:
			Economic Impact (f35.com) – F-35 economic impact (click on video, 3 min.
			Local Economic Development Programs (texas.gov) – Texas, local economic development programs.
			Economic Impact of U.S. Military in Texas -- Economic impact of U.S. military in Texas

12 Jan,	9	**Texas & Misc. ED Issues**	*No lecture*
			L&B, chs 6 & 12
			Bauroth
			Bartik
			Hansen (review doc)
			NGA, Rural…
			NGA, Green…
			Brookings
			Schladen
			Univ. of Chicago
			Shaw & Spence
			Review *Texas Economic Development Handbook,* @ Economic Development Handbook	Texas Municipal League, TX (tml.org)
			Group project, Part 3 *due* **PPT presentation *due***

APPENDIX 1: SELECTED INTERNET SITES

SITE	DESCRIPTION
http://www.texasedc.org/	Texas Economic Development Council
http://governor.state.tx.us/ecodev/	Office of the Governor, Economic Development
http://www.texaswideopenforbusiness.com/	Texas, America's Best State for Business
Economic Development (elpasotexas.gov)	City (El Paso, TX) Development
County of El Paso Texas - Economic Development (epcounty.com)	County of El Paso, Economic Development
http://www.eda.gov/	U.S. Economic Development Administration
http://portal.hud.gov/hudportal/HUD?src=/topics/economic_development	U.S. Department of Housing and Urban Development, Economic Development
Small Business Administration (sba.gov)	U.S. Small Business Administration

APPENDIX 2: SAMPLE THANK YOU LETTER

date

name
address

Dear *Ms./Mr./Mrs./Dr. ***name****:

Thank you for your assistance. It was generous of you to share your insights with me regarding ****name of organization**** =s budget and related issues.

Sincerely,

****your name****

APPENDIX 3: APA Style on WWW

Below are a few websites what appear frequently on the www. They are sites that often are used as references by outside organizations. They do not substitute for a good style manual, only supplement one.

Purdue University	APA Formatting and Style Guide (7th Edition) - Purdue OWL® - Purdue University
University of Wisconsin – Madison Writing Center	American Psychological Association Documentation – The Writing Center – UW–Madison (wisc.edu)
Cal State Chico Guide	Home - Citing Sources -- APA 7th ed. - LibGuides at CSU, Chico (csuchico.edu)
University of Arizona	APA Style	UAGC Writing Center
Texas A&M	Using APA Format.pdf (tamu.edu)
APA video *via* USF Libraries	Quick Guide to APA Style 6th Edition (youtube.com)

APPENDIX 4: Honor Statement

PAD 5830 Scholastic Honor Statement

Integrity is fundamental to the public sector. This course has a zero tolerance rule regarding scholastic dishonesty. Any student found guilty of scholastic dishonesty will be penalized; depending upon the nature and severity of the offense, penalties may be a zero grade for the assignment involved, a failing grade for the course, and/or a recommendation for dismissal from the program.

The graduate catalog states:

> The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve excellence based on the quality of work produced by the individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that the members of this academic community understand the regulations pertaining to academic integrity and that all faculty insist on adherence to these standards.
>
> Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the *Handbook of Operating Procedures (HOP)* and available in the Office of the Dean of Students and the homepage of The Dean of Students at www.utep.edu/dos, may result in sanctions ranging from disciplinary probation, to failing a grade on the work in question, to a failing grade in the course, to suspension or dismissal, among others.

All course participants are expected to be thoroughly familiar with plagiarism and how to avoid it. Each participant is expected to thoroughly review the material presented at Plagiarism.org (http://www.plagiarism.org/). Each participant must sign the following statement.

Student Statement:
I have read and I understand the information at Plagiarism.org. I understand that any work submitted by me in this course may be submitted to an electronic data base to check for plagiarism. I understand that the minimum penalty for plagiarism is a zero grade on the plagiarized assignment. I further understand that plagiarism may result in me receiving a failing grade for the course and/or a recommendation of termination from the program. I affirm that all work submitted by me to be original work, except where clearly documented.

_____   _____
              Signature   Date

_____
           Name (Printed)

Course Title:	**Introduction to Geographic Information Systems**		
Course:	PAD 5380 / PADX 5380	Semester:	Summer 2024
CRN:	33834 / 33836	Wednesdays:	(ONLINE) 6 to 8 p.m.

Instructor:	Carlos Olmedo, PhD	TA:	Oyimcha Abdullaeva
	colmedo@utep.edu		oabdullaeva@miners.utep.edu
	915-204-8128		

Instructor hours:	(VIRTUAL) by appointment	TA hours:	(VIRTUAL) by appointment

Course Description

Geographic Information Systems (GIS) is a powerful technology widely used in urban planning, business and environmental management, for strategic purposes, and, consequently, in the public policy sphere. This course introduces the fundamentals of GIS, including data acquisition and entry, spatial analysis techniques, and representation and design of spatial information. The techniques will be taught through book exercises and tutorial assignments. Upon completion of this course, students will be technically proficient to identify relevant datasets to construct maps and spatially analyze a policy question with economic, social or environmental implications.

Students should be prepared for a course that is challenging in many (good) ways. You will need to spend many hours each week working on *Getting to Know (GTK)* book chapters and tutorials while thinking carefully about the socio-economic implications of GIS. This means you can fall behind quickly if you do not invest the necessary time each week. Labs will consist of virtual class sessions serving as a question an answer forum on the software concepts, tools and techniques that are sequential in nature to prepare you for a research poster or PowerPoint to present to the class.

Required Textbook

Law and Collins (2024). *Getting to Know ArcGIS PRO 3.2, 5th Edition*, Redlands: ESRI Press: < https://www.esri.com/en-us/esri-press/browse/getting-to-know-arcgis-pro-3-2 >

Technology Requirements

Course content is delivered via **Blackboard** with an active use of **Messages Board**, **Discussion Board** and **Zoom**. This class is using the **ArcGIS Pro** software – the University provides a free student license through its software portal below. Download and install the application, and call the UTEP Helpdesk if you need assistance with the license (or for any other technical issues). < https://www.utep.edu/technologysupport/servicecatalog/software_pages/soft_arcgis.html >

There are computer hardware and operation system (OS) requirements to install ArcGIS Pro described in the link below. The key is that you have an OS of Windows 10 or higher with sufficient

storage and memory. **ArcGIS is Windows-based**, so Mac users need to buy and install a program like *Parallels* that creates a "virtual" Windows OS environment. **It is important to have the software installed and ready for use by the first day of class.**
< https://pro.arcgis.com/en/pro-app/latest/get-started/arcgis-pro-system-requirements.htm >

Communication

The best way to contact me is through the Messages Board or e-mail. I will try to respond within 24 hours of receipt, but if it involves anything that is time sensitive feel free to call or text me. Given the short nature of this class, **you are encouraged to work together, either directly or by asking questions in the weekly folder's Discussion Open Forum**. I will also be available via Zoom by appointment (e-mail or text to coordinate time) to answer any question(s) and/or provide feedback on your GIS work. Similarly, e-mail the TA for a Zoom appointment for help.

Class Recordings

This is an asynchronous online class. Lab sessions may be recorded via Zoom to allow you to access and review questions and instructions at your own pace. The use of recordings complies with the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy.

Netiquette

Keep in mind the following netiquette (network etiquette) guidelines when participating and posting online. Failure to observe them may result in disciplinary action.
- All class communication must be professional and respectful and reflect polite consideration of other's ideas or questions.
- Any class recordings and postings are considered private and confidential. They are intended solely for class participants and not for public broadcast or dissemination.

Students with Disabilities

UTEP provides academic accommodations for students with disabilities to provide equal opportunities in their studies. Students must register with the Center for Accommodations and Support Services at 915-747-5148 (cass@utep.edu) for consideration. Please communicate with CASS and, if you feel comfortable, notify me as soon as possible if you require accommodations so that you do not fall behind (e.g., more time to submit work).

Scholastic Dishonesty Policy

Students are expected to respect the University's standards on academic dishonesty. You owe it to yourself, your fellow students, and the institution to maintain the highest standards of integrity and

ethical behavior. A discussion of academic integrity can be found at the Office of Student Conduct and Conflict Resolution web page. Any suspected violations will be reported to this office. < https://www.utep.edu/student-affairs/osccr/student-conduct/academic-integrity.html >

Drop and Incomplete Grade Policy

I will not drop you from the course. If you feel you are unable to successfully complete the course, please let me know and initiate the drop process with the Registrar's Office before the drop deadline to receive a grade of "W" withdrawal. You risk failing the course if you do not take this step. You can request an "I" incomplete under justified circumstances if you have completed at least half of the course requirements. Consult with me immediately to discuss your situation. If granted, we will establish a contract with deadlines of work to be completed.

Syllabus Disclaimer

The syllabus provides an outline of what will be covered in this course. It is subject to change in case of extenuating circumstances and according to the instructional needs and interests of the class as the topics progress. Any changes will be announced in class.

Course Requirements

Students are responsible for materials provided in Blackboard and required to complete their work by the due date. **Late assignments will be downgraded unless a valid reason is provided.** Grading is based on your quality of work in the following areas:

Exercises (50%)
GTK chapter exercises are critical to learn the basics of the GIS software concepts and tools. Upon completion, you will send the professor a screenshot of five assigned works for review.

Tutorials (30%)
Tutorials are designed to complement *GTK* concepts and techniques. They teach students how to retrieve, import and analyze spatial datasets from various sources. Upon completion, you will send the professor PDF maps of three tutorial assignments.

Presentation (20%)
Your final project combines your learned GIS skills and insights into spatial representation of a policy relevant question with economic, social or environmental implications. You will spatially assess a current issue or an alternative perspective to an issue and present it to the class. Learning GIS is time-consuming so give yourself ample time to gather and analyze your data.

Course Outline – upload your work into respective Blackboard weekly folders

<u>**Week 1 July 10:** *GTK* **chapters 1 (pp. 1-10), 2 and 3**</u>

GTK assignments **due July 16**

➢ Chapter 2 – Explore and symbolize feature attributes
  o World cities map plus the attribute table with the selected five most populous cities (p. 47)

➢ Chapter 3 – Query and export feature attributes, joining nonspatial data, and layer symbology
  o Illinois map of polygon layer with obesity rates and point layer with median income (p. 94)
    – Apply and symbolize data statistics
  o Illinois map of polygon layer with percent change blue color symbology (p. 100)
    – Relate tables and spatially join data
  o Illinois map of food desert counts by county (p. 110)
▪ **Lab 1** due July 18 – Data management and data projection

<u>**Week 2 July 17:** *GTK* **chapters 4 and 6**</u>

GTK assignments **due July 23**

➢ Chapter 4 – Build geodatabase, geocoding, and modifying features
  o Troutdale map of the two water pressure zones merged into single feature (p. 145)

➢ Chapter 6 – Join nonspatial table, address locator, buffers, and merge, dissolve and clip features
  o Houston map of the single bike lane buffer and the clipped retail site prospects (p. 222)
    – Select by attributes and location and spatially join features
  o Houston map of the remaining three retail site prospects with bike lanes and stations (p. 227)
▪ **Lab 1 continued** due July 25 – Map making
▪ **Presentation** – Start defining project idea and collecting data (must apply five geoprocessing tools)

<u>**Week 3 July 24:** *GTK* **chapters 7 (pp. 229-238) and 9**</u>

Assignment due July 30

➢ Chapter 7 – Kernel density and hot spot analysis
  o Philadelphia map of robber hot and spots (p. 236)

➢ Chapter 9 – Map presentation
  o Utah county broadband map (p. 316)
▪ **Tutorial 2** due August 1 – Spatial statistics

<u>**Week 4 July 31: Work on projects**</u>
▪ **Tutorial 3** due August 5 – Suitability analysis

<u>**Week 5 August 6-7: Presentations**</u>

Nonprofit Financial Management
Fall 2024

Instructor: Esther Han
Office: Benedict Hall 210
Office Hours: By appointment
(In-person/Virtual. Please, email to make an appointment: ehan2@utep.edu)
Class meetings: TBD
NOTE: I am flexible regarding appointments, but please call or e-mail ahead to set a time

COURSE OBJECTIVES
By the end of this course, you should be able to:
- Apply accounting principles, techniques, and concepts
- Read and analyze financial statements of nonprofit organizations
- Demonstrate how to use accounting and other financial information in nonprofit management
- Understand fundamental concepts and methods of finance and financial analysis
- Analyze contemporary financial management issues relevant to nonprofits
- Apply financial management knowledge and tools to assist in the decision-making of nonprofits

TARGET AUDIENCE: This course is designed for students who have no previous formal training (or equivalent on-the-job experience) in either business, nonprofit or government accounting or finance. *If you have such training or experience, you probably should not be enrolled in this course.*

COURSE OVERVIEW: The first portion of the course focuses on financial decision-making techniques, often referred to as managerial accounting. This section includes short and long-term financial decision-making, cash flow analysis, budgeting, managing resources and controlling financial plans. The second portion of the course focuses on financial accounting. This material covers the development of financial statements, accounting principles, and the use of financial statements to analyze a nonprofit's financial condition. The focus of this section is to help you use financial statements to understand the financial health of an organization and communicate this information to others.
This is a survey course. Much of the subject matter is technical and a single course will not make you an expert in financial management. However, mastery of the course material should be advantageous to anyone who is aiming for a position as a financial analyst or a front-line manager with budgetary responsibility.

DISCLAIMER: This course is numbers-oriented. Although you don't have to be a math genius, the course involves a considerable amount of number crunching and analysis of financial information. You will have to use a calculator in class and on exams and Excel in some homework assignments. Some assignments will require you to describe what your

numerical analysis means in plain language.

TEXTS, ADDITIONAL READINGS, and CALCULATOR

<u>REQURIED TEXTBOOK</u>
Steven A. Finkler, et al., *Financial Management for Public, Health, and Not-for-Profit Organizations*, Sage, <u>7th edition</u>, 2022.

NOTE ON EARLIER FINKLER EDITIONS AND ADDITIONAL READINGS:
I strongly recommend that you purchase the most recent edition of the Finkler et al. text. If you choose to purchase an earlier edition, make sure it is the 5th or 6th edition – earlier editions are too out-of-date. All readings and end-of- chapter problems will be listed for the 7th edition. If you purchase an earlier edition you will be responsible for the appropriate readings in that edition. All additional readings and case studies will be posted on eLC.

<u>EXCEL OR OTHER SPREADSHEET PROGRAM</u>

The exams and assignments will require that you have access to a computer with Microsoft Excel. We will go over the use of Excel for time value of money calculations in class. Other spreadsheet programs are fine, but we'll only cover Excel in class.

GRADING
Class participation and attendance: 5% of grade
Three written exercises: combined total, 20% of grade
Financial Condition Analysis: 30% of grade
Midterm examination: 25% of grade
Final examination: 20% of grade

All grades will conform to the following scale:
A	93 – 100%	C-	70 – 72%
A-	90 – 92%	D+	67 – 69%
B+	87 – 89%	D	63 – 66%
B	83 – 86%	D-	60 – 62%
B-	80 – 82%	F	Below 60%
C+	79 – 77%		
C	73 – 76%		

WRITTEN EXERCISES
There will be three short written exercises. Each exercise is to be typed and submitted **through eLC** by the *beginning* of class on the designated date. Late assignments will not be accepted. Each will count 5% toward your course grade and are graded on a good faith effort basis. If your answer is largely correct, you will receive 5 points. Mostly correct answers receive 4.5 points. Answers that do not display a good faith effort will receive less. Missing assignments receive zero points, so please at least attempt the exercise! Computer crashes, printer breakdowns, or other technical problems will not be accepted as reasons for late delivery of assignments. Please do not delay your preparation until the last moment.

FINANCIAL CONDITION ANALYSIS
The final assignment is a financial condition analysis of a nonprofit organization to be completed with up to two other classmates. Your group should choose an organization as early as possible in the semester so that you can obtain its audited financial statements, form 990, and any other relevant materials well before the due date. Your group will turn in one paper and each member of your group will receive the same grade.

You may choose virtually any nonprofit organization based in the United States for this assignment. I recommend *against* choosing a foundation or other organization that primarily provides grants to other organizations. If you have any questions about the suitability of your organization, please provide me with a copy of the financial statements, and I will let you know.

You must obtain a copy of the most recent audited financial statements and submit a copy of the statements with your assignment (electronic copies or links to a website with the statements are fine). You may also obtain other documents (previous statements, budgets, etc.), but this is not required, and you do not need to submit these materials. The final written analysis should be no more than 10 pages long (double spaced), not counting tables or other supplementary materials. You will present a summary of your findings in class on November 27 and your final paper is due by December 1.

Financial condition analysis deadlines
September 18:
Inform instructor who you will be working with
October 9:
Inform instructor what organization you plan to analyze
December 1: final paper is due.

EXAMINATIONS:

- Format of exams is TBD

- Exams are open-book and open-note, but you may not communicate with anyone other than the instructor during the exam period!

- There will not be a makeup date for either the midterm or the final examination.

- There will be no extra exams or other forms of extra credit assignments to raise your course grade.

END-OF-CHAPTER EXERCISES
The Finkler text includes a number of useful problems at the end of each chapter. Suggested problems are listed for each topic. These problem sets are not required, and you do not have to hand in solutions. I strongly recommend that you complete the problems. We will go over some of them in class, and I will post solutions. **These problems are the best preparation for the exams and other written assignments.**

OFFICE HOURS, E-MAIL AND CONSULTING WITH INSTRUCTOR

I would be happy to meet with you in-person or videoconferencing platform to discuss class content, questions, or concerns. Please e-mail some dates and times that you are available, and we will set up an appointment.

I also strongly encourage you to use e-mail to contact me when you have questions that don't require a meeting. I will check my e-mail regularly and make every effort to answer your questions as quickly as possible.
NOTE: **please e-mail me directly at ehan2@utep.edu rather than through eLC.**

CLASS STATEMENT

We all represent a variety of backgrounds and perspectives. To build
a community learning environment that respects diversity, I ask all members to:
▪ Share their unique experiences, values and beliefs
▪ Be open to the views of others
▪ Honor the uniqueness of their colleagues
▪ Appreciate the opportunity that we must learn from each other in this community
▪ Value each other's opinions and communicate in a respectful manner at all times
▪ Keep confidential discussions that the community has of a personal (or professional) nature

POLICIES

INCOMPLETE GRADE POLICY

Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

ACCOMMODATIONS POLICY

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the UTEP Center for Accommodations and Support Services (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

SCHOLASTIC INTEGRITY

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit HOOP: Student Conduct and Discipline.

CLASS RECORDINGS
The use of recordings will enable you to have access to class lectures, group discussions, and so on in the event you miss a synchronous or in-person class meeting due to illness or other extenuating circumstance. Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. A recording of class sessions will be kept and stored by UTEP, in accordance with FERPA and UTEP policies. Your instructor will not share the recordings of your class activities outside of course participants, which include your fellow students, teaching assistants, or graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class session. You may not share recordings outside of this course. Doing so may result in disciplinary action.

PLAGIARISM DETECTING SOFTWARE
Some of your course work and assessments may submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

COPYRIGHT STATEMENT FOR COURSE MATERIALS
All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

Course Resources: Where you can go for assistance

UTEP provides a variety of student services and support:
Technology Resources
- Help Desk: Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- UTEP Library: Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- University Writing Center (UWC): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- Math Tutoring Center (MaRCS): Ask a tutor for help and explore other available math resources.
- History Tutoring Center (HTC): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- RefWorks: A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Individual Resources
- Military Student Success Center: Assists personnel in any branch of service to reach their educational goals.
- Center for Accommodations and Support Services: Assists students with ADA-related accommodations for coursework, housing, and internships.
- Counseling and Psychological Services: Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.

COURSE OUTLINE, SCHEDULE AND ASSIGNMENTS

The course syllabus provides a general plan for the course; subject to change if necessary.

AUGUST 21 **COURSE INTRODUCTION; BUDGETING**
Read: Finkler, Preface, Chapters 1, 2, and 3 Millbridge case study is optional.
Amy Boland, CPA, 2021, "The Importance of Operating Reserves for Nonprofits | Nonprofit Accounting Basics," Nonprofit Accounting Basics:
https://www.nonprofitaccountingbasics.org/reserves/importance-operating-reserves-nonprofits-0

Discussion: Nonprofit vs. Public vs. Private Finance
Complete: Finkler problems 2-32, 2-33

AUGUST 28 **BUDGETING (continued); COST ANALYSIS**
Read: Finkler, Chapters 2, 3, and 4
Altamimi, H., & Liu, Q. (2022). The nonprofit starvation cycle: Does overhead spending really impact program outcomes?. Nonprofit and Voluntary Sector Quarterly, 51(6), 1324-1348.
Lecy, J. D., & Searing, E. A. (2015). Anatomy of the nonprofit starvation cycle: An analysis of falling overhead ratios in the nonprofit sector. Nonprofit and Voluntary Sector Quarterly, 44(3), 539-563.

Discussion: Nonprofit Overhead Cost.
Complete: Finkler problems 3-25, 3-34; 4-30, 4-32, 4-34, 4-48.

SEPTEMBER 4 **LABOR DAY – NO CLASS**

SEPTEMBER 11 **COST ANALYSIS (continued); Guest lecture**
Guest lecturer: Soo Young Choi, PhD candidate
"Nonprofit revenues and revenue diversification"
Complete: Finkler problems 4-30, 4-32, 4-34, 4-48.

SEPTEMBER 18 **TIME VALUE OF MONEY AND CAPITAL BUDGETING**
Read: Finkler, Chapter 5 (including Appendix 5-A).
Discussion: The Theater Budget case study

ASSIGNMENT#1 DUE 7 PM: Mead Meals on Wheels Center

SEPTEMBER 25   **CAPITAL BUDGETING (continued); MANAGING SHORT-AND LONG- TERM RESOURCES/DEBTS**
Read: Finkler, Chapter 5; Finkler
Complete: Finkler Problems 5-29, 5-30, 5-34, 5-37, 5-39 (Note: solve using Excel)

OCTOBER 2   **ACCOUNTABILITY AND CONTROL (VARIANCE ANALYSIS)**
Reading: Finkler, Chapters 8
Woods Bowman, "Nonprofit Accountability and Ethics: Rotting from the Head Down."
https://nonprofitquarterly.org/nonprofit-ethics-accountability-rotting-from-the-head-down/
Complete: Finkler Problem 8-28, 8-29, 8-30, 8-32.

ASSIGNMENT#2 DUE 7 PM:
Orangetown United for Full Employment
E-mail to **ehan1@uga.edu**: Will you be working alone or in a group on the final project?

OCTOBER 9   **MIDTERM EXAMINATION**

Guest Lecture: How to utilize financial information in nonprofits

OCTOBER 16   **INTRODUCTION TO FINANCIAL ACCOUNTING: GENERALLY ACCEPTED ACCOUNTING PRINCIPLES AND THE STATEMENT OF FINANCIAL POSITION**
Reading: Finkler Chapter 9 (Appendices are optional)
Complete: Finkler, Problems 9-26 through 9-31

OCTOBER 23   **ACTIVITY STATEMENT AND CASH FLOW STATEMENT**
Reading: Finkler, Chapters 10 and Appendices 10-B and 10-C
Complete: Finkler, Problems 10-14 through 10-18
(don't need to make cash flow statement)
E-mail to **ehan1@uga.edu**: What organization will you be analyzing for your final project?

OCTOBER 30   **UNIQUE ASPECTS OF NONPROFIT ACCOUNTING: 990 FORMS**
Reading: Finkler Chapter 11
Complete: Finkler problem 11-14, 11-15

NOVEMBER 6   **FINANCIAL CONDITION ANALYSIS**
Reading: Finkler, Chapter 14

<u>**ASSIGNMENT # 3 DUE 7 PM:**</u>
<u>**PROMOTING ALL STUDENT SUCCESS (PASS)**</u>

NOVEMBER 13   **FINANCIAL CONDITION ANALYSIS (continued)**
Readings: Reading: Finkler, Chapter 15
Standard and Poor's "Nonprofit Criteria: Non-Traditional Nonprofits"

NOVEMBER 20   **MANAGING NONPROFIT FINANCIAL HEALTH**
Reading:
Prentice. C. (2016). Why So Many Measures of Nonprofit Financial Performance? Analyzing and Improving the Use of Financial Measures in Nonprofit Research. 45 (4). 715-740.
Irvin, R. A., & Furneaux, C. W. (2022). Surviving the black swan event: How much reserves should nonprofit organizations hold?. Nonprofit and Voluntary Sector Quarterly, 51(5), 943-966.

<u>**ASSIGNMENT 4 IS DUE 7 PM:**</u>
<u>**NOTES ON MAJOR MEDICAL CENTER CASE STUDY**</u>

NOVEMBER 27   **Guest Lecture: Managing financial health in nonprofits**

DECEMBER 4   **CLASS PRESENTATIONS**

<u>**FINANCIAL CONDITION ANALYSIS DUE**</u>:
December 1 by 5 pm

<u>**FINAL EXAM:**</u> **TBD**

PAD 5380, PADX 5380, POLS 4558
CRN: 33334,33403, 34063
Summer 2024
July 10-August 5, 2024

Professor Dr. Lizely Madrigal-Gonzalez

lmadrigal@utep.edu

(915) 747-5879
Office Hours: Please contact me by email to schedule an appointment
Telephone/Virtually via Blackboard Collaborate/Teams/Zoom Times

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COURSE DESCRIPTION

This strategic planning and performance management course integrates Simon Sinek's "Start With Why" philosophy and the Baldrige Framework for Excellence to create a purpose-driven approach to strategy. Students will learn to develop customer-centric strategies by defining an organization's core purpose, conducting environmental scanning and stakeholder analysis, and using risk assessment and Voice of the Customer (VoC) tools. The course emphasizes aligning goals with organizational priorities and budgets while devising risk mitigation strategies through targeted projects. Regular performance check-ins ensure strategic plans remain adaptable and aligned with evolving conditions and foundational values.

Lean Six Sigma principles are introduced to focus on efficiency and process improvement. The course objective is to prepare students to develop and implement strategic initiatives that are efficient, effective, and capable of evolving with the organization's and stakeholders' shifting priorities.

COURSE OBJECTIVES OR EXPECTED LEARNING OUTCOMES

By the end of the course, you should be able to:
1. Develop an understanding of Simon Sinek's "*Start with Why*" philosophy and its application in strategic planning.
2. Apply the Baldrige Framework for Excellence to develop comprehensive strategic plans.
3. Integrate Lean Six Sigma principles to enhance efficiency, process improvement, and waste elimination in strategic initiatives.
4. Conduct environmental scanning and stakeholder analysis to inform strategic decisions.
5. Utilize Voice of the Customer (VoC) tools and risk assessment methods to align strategies with customer needs and organizational goals.
6. Create adaptable and flexible strategic plans that respond to changing environments.
7. Emphasize continuous monitoring and iterative improvement in the execution of strategic plans.

DIVERSITY STATEMENT
This course is designed to serve students of diverse backgrounds and perspectives, and the diversity that the students bring to this class is essential for all of our collective learning. A central goal of this class is to review materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, culture, and political ideology.

COURSE FORMAT
The class will be instructed through a hybrid format blending face-to-face (f2f) and online instruction. Students will meet face-to-face on Monday and Wednesday and work online Tuesday and Thursday. Course content will include presentations, weekly assignments, discussion groups, and in-class and written assignments. The professor will utilize the UTEP *Blackboard* system to provide class materials.

LEARNING MODULES
This course is designed using a modular format—that is, each week is "packaged" as a single module so that all the materials, lecture notes, submission areas, and discussion posts are in one place for a given week.

REQUIRED MATERIALS
Sinek, Simon. (2009). *Start With Why: How Great Leaders Inspire Everyone to Take Action*. New York, NY: Portfolio. [ISBN: 978-1591846444]

Harvard Business Publishing Education Coursepack: Strategic Planning
https://hbsp.harvard.edu/import/1187214

*Other required and recommended material, not in the needed book will be available on Blackboard or handed out in class.

OPTIONAL MATERIALS
George, Michael L., Rowlands, David, Price, Mark, & Maxey, John. (2004). *The Lean Six Sigma Pocket Toolbook: A Quick Reference Guide to 100 Tools for Improving Quality and Speed*. New York, NY: McGraw-Hill. [ISBN: 978-0071441193]

COURSE REQUIREMENTS AND EVALUATION OF PERFORMANCE

1. <u>Participation and Attendance (10%)</u> Students are expected to arrive on time and stay throughout all class sessions. Students that are unable to attend class need to take responsibility to update themselves by asking other students, reviewing the course syllabus, and completing the readings and assignments.

2. *<u>"3-2-1" Reading Responses 30%</u>* In response to the assigned readings, and class discussions for each week, students will post the following 1) three (3) key ideas that emerged as most salient/significant from the class discussions and readings' 2) two (2) ideas/topics from the class discussions and readings that you would like to explore or discuss further, and 3) one (1) element/issue/concept that is emerging as a "problem" or challenge in their understanding or application of program evaluation. These responses will be used to inform the learning activities and discussion for the upcoming class session. *Due by 11:59 pm every Friday.*

3. <u>Case Studies 20%</u> In this course, we will review four case study reports as a class. Students will analyze the readings and prepare to answer specific questions provided by the instructor. Each week, students will participate in discussions and activities based on the case study. The questions and corresponding Case Study Worksheet should be submitted via Blackboard by 11:59 pm every Friday. This assignment, constituting 20% of the final grade, will be evaluated based on the quality of responses, participation in discussions, and completion of the worksheet.

4. <u>Strategic Plan Proposal and Presentation 40%</u> Each student will design an eight to ten-page Strategic Plan Proposal for a public agency or nonprofit organization, consulting with the instructor to identify a suitable proposal. The proposal should comprehensively cover the following elements: the purpose and approach of the strategic planning process, a logic model, a proposed process for identifying key strategic goals and objectives, an environmental scan and stakeholder analysis, risk assessment and mitigation strategies, an action plan with a timeline, and a monitoring and evaluation plan. Students are required to present their proposals to the class and submit their written Strategic Plan Proposal by 11:59 pm on **August 5**. Detailed guidelines and evaluation criteria will be provided on Blackboard. The evaluation will be based on the proposal's clarity, depth of analysis, feasibility, and presentation effectiveness. Refer to Blackboard for the Strategic Plan Proposal Writing Guidelines

GRADING CRITERIA

Grade	Description
A: 100-90	Excellent: Exceptional work for a graduate student. Work at this level is unusually thorough, well reasoned, creative, methodologically sophisticated, and well written. Work is of exceptional, professional quality.
B: 89-80	Adequate: Competent work for a graduate student with some evident weaknesses. Demonstrates competency in the key course objectives but the understanding or application of some important issues is less than complete.

C: 79-70	Deficient: Inadequate work for a graduate student; rarely meets minimal expectations for the course. Work is poorly developed or flawed by numerous errors and misunderstandings of important issues.
F: 69 and below	Unacceptable: Work fails to meet minimal expectations for course credit for a graduate student. Performance has consistently failed to meet minimum course requirements. Weaknesses and limitations are pervasive

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TECHNOLOGY REQUIREMENTS

Course content is delivered via the Internet through the *Blackboard* learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need access to a computer/laptop, scanner, webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and can access all parts of the course.

Suppose you do not have word-processing software. In that case, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook, and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about Microsoft Office 365 and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP Help Desk, as they are explicitly trained in assisting with the technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

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Because this is a hybrid class there are several ways, we can keep the communication channels open:
· **Office Hours**: Please contact me to set up a meeting via telephone/*Blackboard* Collaborate/Zoom/Teams

· **Email**: UTEP e-mail is the best way to contact me. I will attempt to respond to your e-mail within 24-48 hours of receipt. When e-mailing me, email from your UTEP student account, and please put the course number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, put your first and last name and university identification number.

· **Discussion Board**: If you have a question that you believe other students may also have, please post it in the Help Board of the discussion boards inside of

Blackboard. Please respond to other students' questions if you have a helpful response.

· **Announcements**: Check the Blackboard announcements frequently for updates, deadlines, or other important messages.

NETIQUETTE

As we know, sometimes, communication online can be challenging. We can miscommunicate or misunderstand what our classmates mean, given the lack of body language and immediate feedback. Therefore, please keep this netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- o Always consider the audience. This is a college-level course; therefore, all communication should reflect polite consideration of others' ideas.

- o Respect and courtesy must be provided to classmates and the instructor. No harassment or inappropriate postings will be tolerated.

- o When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.

- o Blackboard is not a public internet venue; all postings to it should be considered private and confidential. What is posted in these online spaces is intended for classmates and professors only? Please do not copy documents and paste them to a publicly accessible website, blog, or another area.

ATTENDANCE AND PARTICIPATION

Attendance in the course is determined by participation in f2f classes and the course's online learning activities. Your participation in the system is essential for your learning and success and for creating a learner's community. The completion of the following activities determines participation:

- o Reading/Viewing all course materials to ensure understanding of assignment requirements
- o Participating in an engaging discussion with your peers on the discussion boards (grading rubric provided in the "grading information" area of each forum)
- o Participating in scheduled Blackboard Collaborate sessions
- o Other activities as indicated in the weekly modules

Because these activities are designed to contribute to your learning each week, they cannot be made up after their due date has passed.

EXCUSED ABSENCES AND COURSE DROP POLICY

I will not drop you from the course. However, if you feel that you cannot complete the course successfully, please let me know and then contact the Registrar's Office to initiate the drop process. If you do not, you are at risk of receiving an "F" for the course.

DEADLINES, LATE WORK, AND ABSENCE POLICY

All Assignments

- • Review the assignment deadlines listed in the Course Calendar. No late work will be accepted if the reason is not considered excusable.

MAKE-UP WORK

Make-up work will be given *only* in the case of a *documented* emergency. Make-up work may be in a different format than the original work, require more intensive preparation, and be graded with penalty points. If you miss an assignment and the reason is not considered excusable, you will receive a zero. Therefore, it is essential to reach out to me— in advance if possible—and explain with proper documentation why you missed a given course requirement. No further extensions or exceptions will be granted once a deadline has been established for make-up work.

ALTERNATIVE MEANS OF SUBMITTING WORK IN CASE OF TECHNICAL ISSUES

I strongly suggest that you submit your work with plenty of time to spare if you have a technical issue with the course website, network, and computer. I also suggest you save all your work (answers to discussion questions and assignments) in a separate Word document as a backup. This way, you will prove that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk. You can email me your backup document as a last resort.

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PLAGIARISM DETECTING SOFTWARE
Some of your course work and assessments may be submitted to SafeAssign, a plagiarism detecting software. SafeAssign has used review assignment submissions for originality and will help you learn how to correctly sources rather than paraphrase properly.

USE OF AI IN ASSIGNMENTS
In this course, we encourage students to experiment with Artificial Intelligence (AI) tools to enhance their learning experience. AI can be a powerful resource for generating ideas, facilitating research, and exploring new perspectives. However, your assignments must reflect your own understanding, creativity, and critical thinking.

Guidelines for AI Use:
AI as a Supplementary Tool: You may use AI tools to assist in brainstorming, research, and idea generation. However, the final content of your assignments must be your own work.

Original Thought and Analysis: Your assignments should showcase your personal analysis, insights, and understanding of the subject matter. AI-generated content should not replace your own contributions.

Transparency: If you use AI tools, please disclose this in your assignment. Specify which AI tool(s) you used and describe how it assisted you.

Integrity: We have mechanisms in place to check the originality of your work. Assignments found to be primarily driven by AI or lacking in original student input will not receive credit.

Why This Approach?
Critical Thinking: Developing your own ideas and arguments is crucial for honing your critical thinking skills.

Academic Integrity: Upholding academic integrity ensures that your work genuinely reflects your abilities and knowledge.

Skill Development: Engaging directly with course materials and tasks helps you develop the skills necessary for your academic and professional growth.

By following these guidelines, you will be able to effectively integrate AI tools into your learning process while ensuring that your work remains authentic and

reflective of your own efforts. If you have any questions or need further clarification on the use of AI in your assignments, please feel free to reach out.

COPYRIGHT STATEMENT FOR COURSE MATERIALS
All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for this course. They may not be further disseminated.

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UTEP provides a variety of student services and support:
Technology Resources
- Help Desk: Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in-person if on campus.

Academic Resources
- UTEP Library: Access a wide range of resources, including online, full-text access to thousands of journals and eBooks, plus reference service and librarian assistance for enrolled students.
- University Writing Center (UWC): Submit papers here for writing style and formatting assistance, ask a tutor for help and explore other writing resources. ·
RefWorks: A bibliographic citation tool; check out the RefWorks tutorial, Fact Sheet, and Quick-Start Guide.

Individual Resources
- Military Student Success Center: Assists personnel in any branch of service to reach their educational goals.
- Center for Accommodations and Support Services: Assists students with ADA-related accommodations for coursework, housing, and internships.
- Counseling and Psychological Services: Provides a variety of counseling services, including individual, couples, and group sessions, as well as career and disability assessments.

Course Calendar	
Module 1 (Week 1) July 10	**Strategic Planning** Focus: Historical Perspectives Readings: • *The Fall and Rise of Strategic Planning* (1994) • *Strategy and Strategic Thinking* (2021) • *The Baldrige Model: An Integrated and Aligned Systems Approach to Performance Excellence* (2008) Assignments: *Due Friday by 11:59 pm* • Baldrige Case Study of your own organization: Baldrige: Are we Making Progress (2021)
Module 2 (Week 2) July 8 & July 10	**Engagement & Approach** Focus: Scan the Environment & Set Strategic Direction Readings: • *Start with Why*, Sinek, Simon. (2009) • *Theory and research in strategic: Swings of a pendulum (1999)* Case Study: • Brand Activism Assignments: *Due Friday by 11:59 pm* • "3-2-1" Reading Responses • Case Study Review

Module 3 (Week 3) July 15 & 17	**Deployment**
	Focus: Drill Down to Department-Level Projects & Timeline Readings: • *The Stretch Goal Paradox* (Havard Business Review, 2017) • *Corporate Governance* (2015) • *How to Make the Most of Your Company's Strategy* (2011) Case Study: • Zara in China and India Assignments: *Due Friday by 11:59 pm* • "3-2-1" Reading Responses • Case Study Review
Module 4 (Week 4) July 22 & 23	**Alignment**
	Focus: Budget, Strategies, and Projects Readings: • *Execution Is a People Problem, Not a Strategy Problem* Peter Bregman (Havard Business Review, 2017) • *Executives Fail to Execute Strategy Because They're Too Internally Focused* (Havard Business Review, 2017) • *Getting strategic about strategic planning research* (2018) Case Study: • Disney: Delivering more Content in more ways Assignments: (*Due Friday by 11:59 pm*) • "3-2-1" Reading Responses • Case Study Review

Module 5 (Week 5) July 29 & July 31	**Learning** Focus: Manage and Analyze Performance (Check-ins) Readings: • *Execution Is a People Problem, Not a Strategy Problem* (Havard Business Review, 2017) • *Executives Fail to Execute Strategy Because They're Too Internally Focused* (Havard Business Review, 2017) • *Getting strategic about strategic planning research* (2018) Case Study: • Understanding the Brand Equity of Nestlé Crunch Bar Assignments: (*Due Friday by 11:59 pm*) • "3-2-1" Reading Responses • Case Study Review
Module 6 (Last week of class) August 5	**Learning** Focus: Manage and Analyze Performance (Check-ins) Readings: • *How to Excel at Both Strategy and Execution* (Havard Business Review, 2017) • *Is Execution Where Good Strategies Go to Die? (*Havard Business Review, 2017) • *Your Strategy Has to Be Flexible–But So Does Your Execution (*Havard Business Review, 2017) Assignments: • Strategic Plan Proposal Presentations

COURSE ADD
All fields below are required
Add additional Course Add forms as needed

College : Liberal Arts   **Department :** Political Science and Public Administration

Effective Term : Spring 2025

Rationale for adding the course:
By creating each of these courses as an official course it will help students to signify their learning to potential employers.

All fields below are required

Subject Prefix and # PAD 53xx

Title (29 characters or fewer): Community and Econ Dev

Dept. Administrative Code : PAD

CIP Code 44.04

Departmental Approval Required ☒Yes ☐No

Course Level ☐UG   ☒GR   ☐DR   ☐SP

Course will be taught: ☒ Face-to-Face   ☒ Online   ☒ Hybrid

Course minimum grade: if N leave blank, if Y provide grade N

- **How many times may course be repeated to satisfy minimum grade requirement?**

How many times may the course be taken <u>for credit</u>? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" ☐Yes   ☒No

Grading Mode: ☒Standard   ☐Pass/Fail   ☐Audit

Description and 2-3 keywords (600 characters maximum):
(Keywords are for Facilitation of course searches and should be words not already included in course title or description)

This course provides an introduction to the social, political and managerial dimensions of community and economic development. Emphasis is on local and state programming.

Community Development, Economic Development

Contact Hours (per week):   3 Lecture Hours   Lab Hours   Other

Types of Instruction (Schedule Type): Select all that apply

☐ A Lecture	☐ H Thesis
☐ B Laboratory	☐ I Dissertation
☐ C Practicum	☐ K Lecture/Lab Combined
☒ D Seminar	☐ O Discussion or Review (Study Skills)
☐ E Independent Study	☐ P Specialized Instruction
☐ F Private Lesson	☐ Q Student Teaching

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks): 8 weeks

COURSE ADD
All fields below are required
Add additional Course Add forms as needed

College : Liberal Arts   **Department :** Political Science and Public Administration

Effective Term : Spring 2025

Rationale for adding the course:
By creating each of these courses as an official course it will help students to signify their learning to potential employers.

All fields below are required

Subject Prefix and # PAD 53xx

Title (29 characters or fewer): GIS for Public Service

Dept. Administrative Code : PAD

CIP Code 44.04

Departmental Approval Required ☒Yes ☐No

Course Level ☐UG   ☒GR   ☐DR   ☐SP

Course will be taught: ☒ Face-to-Face   ☒ Online   ☒ Hybrid

Course minimum grade: if N leave blank, if Y provide grade N

- **How many times may course be repeated to satisfy minimum grade requirement?**

How many times may the course be taken <u>for credit</u>? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" ☐Yes   ☒No

Grading Mode: ☒Standard   ☐Pass/Fail   ☐Audit

Description and 2-3 keywords (600 characters maximum):
(Keywords are for Facilitation of course searches and should be words not already included in course title or description)
This course introduces the fundamentals of GIS, including data acquisition and entry, spatial analysis techniques, and representation and design of spatial information. Upon completion of this course, students will be technically proficient to identify relevant datasets to construct maps and spatially analyze a policy question with economic, social or environmental implications.

GIS, Public Service

Contact Hours (per week):   3 Lecture Hours   Lab Hours   Other

Types of Instruction (Schedule Type): Select all that apply

☐ A	Lecture	☐ H	Thesis
☐ B	Laboratory	☐ I	Dissertation
☐ C	Practicum	☐ K	Lecture/Lab Combined
☒ D	Seminar	☐ O	Discussion or Review (Study Skills)
☐ E	Independent Study	☐ P	Specialized Instruction
☐ F	Private Lesson	☐ Q	Student Teaching

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks): 8 weeks

COURSE ADD
All fields below are required
Add additional Course Add forms as needed

College :   Liberal Arts   **Department :** Political Science and Public Administration

Effective Term : Spring 2025

Rationale for adding the course:
By creating each of these courses as an official course it will help students to signify their learning to potential employers.

All fields below are required

Subject Prefix and # PAD 53xx

Title (29 characters or fewer): Nonprofit Financial Management

Dept. Administrative Code : PAD

CIP Code 44.04

Departmental Approval Required ☒Yes   ☐No

Course Level ☐UG   ☒GR   ☐DR   ☐SP

Course will be taught: ☒ Face-to-Face   ☒ Online   ☒ Hybrid

Course minimum grade: if N leave blank, if Y provide grade N

- **How many times may course be repeated to satisfy minimum grade requirement?**

How many times may the course be taken <u>for credit</u>? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" ☐Yes   ☒No

Grading Mode: ☒Standard   ☐Pass/Fail   ☐Audit

Description and 2-3 keywords (600 characters maximum):
(Keywords are for Facilitation of course searches and should be words not already included in course title or description)
Topics to be covered include how to apply accounting principles, techniques, and concepts; read and analyze financial statements of nonprofit organizations; use accounting and other financial information in nonprofit management; and understand fundamental concepts and methods of finance and financial analysis.

Nonprofit Accounting, Nonprofit Finance

1

Contact Hours (per week):   3 Lecture Hours   Lab Hours   Other

Types of Instruction (Schedule Type): Select all that apply

☐ A	Lecture	☐ H	Thesis
☐ B	Laboratory	☐ I	Dissertation
☐ C	Practicum	☐ K	Lecture/Lab Combined
☒ D	Seminar	☐ O	Discussion or Review (Study Skills)
☐ E	Independent Study	☐ P	Specialized Instruction
☐ F	Private Lesson	☐ Q	Student Teaching

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks): 8 weeks

COURSE ADD
All fields below are required
Add additional Course Add forms as needed

College : Liberal Arts   **Department :** Political Science and Public Administration

Effective Term : Spring 2025

Rationale for adding the course:
By creating each of these courses as an official course it will help students to signify their learning to potential employers.

All fields below are required

Subject Prefix and # PAD 53xx

Title (29 characters or fewer): Strategic Planning for Pub Serv

Dept. Administrative Code : PAD

CIP Code 44.04

Departmental Approval Required ☒Yes   ☐No

Course Level ☐UG   ☒GR   ☐DR   ☐SP

Course will be taught: ☒ Face-to-Face   ☒ Online   ☒ Hybrid

Course minimum grade: if N leave blank, if Y provide grade N

- **How many times may course be repeated to satisfy minimum grade requirement?**

How many times may the course be taken <u>for credit</u>? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" ☐Yes   ☒No

Grading Mode: ☒Standard   ☐Pass/Fail   ☐Audit

Description and 2-3 keywords (600 characters maximum):
(Keywords are for Facilitation of course searches and should be words not already included in course title or description)
Students will learn to develop customer-centric strategies by defining an organization's core purpose and conducting environmental scanning and stakeholder analysis. The course emphasizes aligning goals with organizational priorities and budgets while devising risk mitigation strategies through targeted projects.

Strategic planning, evaluation.

Contact Hours (per week):   3 Lecture Hours   Lab Hours   Other

Types of Instruction (Schedule Type): Select all that apply

☐ A	Lecture		☐ H	Thesis
☐ B	Laboratory		☐ I	Dissertation
☐ C	Practicum		☐ K	Lecture/Lab Combined
☒ D	Seminar		☐ O	Discussion or Review (Study Skills)
☐ E	Independent Study		☐ P	Specialized Instruction
☐ F	Private Lesson		☐ Q	Student Teaching

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks): 8 weeks